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AUTHOR	Hampton, Robert O.
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ABSTRACT

This report is the result of a nationwide survey to establish a baseline of descriptive information on why some students are not interested in black studies and others are, and the characteristics of the faculty and variations in program structures. The study compares selected characteristics of enrollees and non-enrollees in Afro-American Studies Programs, paying particular attention to factors in the students' backgrounds that may have provided them with past exposure and previous contact in cross-cultural or racially mixed situations, information on the students' concept of self and self-determination, and information on the goals, interests, and aspirations of the students. Major findings are: (1) the 2 groups are comparable on measures of self-concept and self-determination; (2) both groups indicated the same reasons for wanting to go to college, but the enrollees emphasized occupation more heavily; (3) both groups had primarily the same interests, but the non-enrollees seemed more interested in political matters; (4) non-enrollees were more definite about obtaining a master's degree within 10 years; (5) cost was an important factor for enrollees in selecting their college wheras non-enrollees placed more importance on leaving home; and (6) the faculty members were young, substantially male, and racially mixed, with only minimal white participation in the programs. (Author/HS)

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117 E Street, S. E. • Washington, D. C. 20003 • 547-5907

FINAL REPORT

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AFRO-AMERICAN STUDIES:

PRESENT TRENDS

Robert O. Hampton

June, 1972

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However, final responsibility for the report and its contents is that of the author and principal investigator. It is hoped that it is received in the same spirit as the study was conducted and serves to stimulate new research activities in the area of Afro-American Studies Programs.

AFRO-AMERICAN STUDIES

PRESENT TRENDS

0.0 SUMMARY

This report is the result of a nationwide questionnaire survey to establish a baseline of descriptive information on why some students are not interested in black studies and others are, and characteristics of the faculty and variations in program structures. The data set forth was obtained from 1282 black and white freshman or first year students both enrolled or taking courses in black studies and not enrolled from a random sample of 18 colleges and universities with existing Afro-American Studies Programs and 59 faculty members teaching courses in these programs.

The study compares selected characteristics of enrollees and non-enrollees, paying particular attention to factors in the students' backgrounds which may have provided him with past exposure and previous contact in cross-cultural or racially mixed situations, information on the students' concept of self and self determination and information on the goals, interests and aspirations of the students. In addition, the study compares generalized aspects of the black experience as indicated by the two groups, influences in selecting college and opinions on certain educational matters that have recently become issues on college campuses for the students and describes faculty characteristics and variations in the programs.

A brief overview of the basic findings are that previous contact between students in the two groups appeared to be minimal as measured by several background factors but overall the results are mixed on the influence this has on enrolling in an Afro-American Studies Program; the two groups are comparable on measures of self-concept and self determination; both groups indicated the same reasons for wanting to go to college but the enrollees emphasized occupation more heavily and the non-enrollees, ideas, suggesting a desire for upward mobility on the part of the enrollees; both groups primarily had the same interests, but the non-enrollees seemed more interested in political matters; non-enrollees were more definite about getting a masters degree in the next ten years whereas enrollees hedged their educational expectations to some graduate work but were more positive about doctoral degrees; cost was an important factor for enrollees in selecting their college whereas non-enrollees placed more importance on getting

away from home; and finally, the faculty members were young (average age of 39 years), substantially male (86.7 per cent) and racially mixed with only minimal white participation in the programs. These significant findings and highlights reveal a number of areas that gives one "food for thought." Some previously held hypotheses of a theoretical nature, when applied to these two groups of students, gave mixed results; and some were supported to the extent that they were made concerning blacks. In other areas, modified scales and measures were tried to see if these two groups would be similar and they were. Specifically, we found the following.

The contact and exposure theory seems to give mixed results in that certain background variables indicated that non-enrollees were from institutional settings in society that normally does not provide them with meaningful contact in mixed racial situations. For the religious dimension and the community dimension, this was the case. On the other hand, the school situation indicated that both groups had experienced substantially the same kinds of exposure. Since contact is considered to be effective only in certain situations, it is unclear whether there was no contact or contact occured in negative situations. But this we can say: students experiencing contact in the school situation are just as likely to become enrollees or non-enrollees as measured by the racial composition of the student bodies and faculties of their high schools and actual courses taken from the "other" race. This is in sharp contrast to the religion and community dimensions as measured by religious preference and size of hometown and family status, respectively. Students whose hometowns are smaller than 50,000 in population are more likely to be non-enrollees and both parents are more likely to have finished college. In addition, non-enrollees are more likely to be of episcopalian, catholic and jewish religious backgrounds. Both of these suggest that very little interracial contact would be experienced in these settings. Enrollees were from cities of size 500,000 to 1,000,000 population--suggesting more opportunity for contact--and were more likely to be baptist, methodist or too sensitive to specify a religious preference and both parents having only a high school education.

The non-enrollees who indicated interest or plans to enroll in the programs placed emphasis on the same aspects of the black experience as the students who were already in the programs. But, in addition, they indicated a different overall range of interests. Both groups indicated a high interest in Culture and Racism whereas more enrollees were interested in Historical Contributions and Lifestyles, the non-enrollees planning to get in the programs were interested in Civil Rights and Civil Liberties, Literature and Psychology.

Both groups, on the self-concept scale consisting of 13 descriptive adjectives, all of which are generally taken to be positive attributes to have,

had average scores that fell between "average" and somewhat above average" as measured on a five point scale.

When measuring how the student perceives the responses of his environment or "his sense of environmental control," the non-enrollee group had higher scores. The scores of the enrollee group tended to have less variance and clustered around the mean. The differences, however, were not statistically significant.

Ambitions of the two groups were similar in most respects but some differences did emerge. For example, both groups ranked four reasons for wanting to go to college or wanting a college education in the same order but upon examining the means, non-enrollees significantly placed more emphasis on pursuing ideas whereas the enrollees significantly placed more emphasis on preparing for an occupation. Other differences appeared in the level of education each group expects to attain in the next ten years. The non-enrollees tended to be more definite about getting a masters degree in this time frame whereas the enrollees were less definite about the degree but planned to do some graduate work. The enrollees indicated plans to take degrees in the Social Sciences and History and Political Science whereas the non-enrollees had plans to major in the Physical Sciences and Business.

Both groups indicated similar influences in selecting the college that they were attending although the enrollees placed more emphasis on cost and financial assistance and the non-enrollees placed more emphasis on the opportunity to leave home. The responses to why they rejected other colleges showed personal reasons such as "no desire to attend elsewhere," "accepted to my first choice," "no jobs available in the area," "too conservative," and "didn't like the place" being emphasized the most.

The faculty in the programs is a racially mixed group, but whites make up only a small percentage of the total (5.9 per cent). Similarly, the students enrolled in the courses in the programs are racially mixed with 40.2 per cent white, 52.7 per cent black, 4.5 per cent other and the remainder not responding. This, of course, is at odds with the proponents of Black separatism. The faculty is more likely to be young (average age of 39 years) and a substantially higher number of males was in our sample (86.7 per cent). 91.2 per cent of the faculty members surveyed hold advanced degrees with 38.6 per cent holding the doctorate. In terms of teaching experience, only 27.5 per cent had been teaching more than 10 years and 13.8 per cent had been previously employed in professional organizations other than educational institutions although some had taught before. Also, a high proportion of part-time professors (15.8 per cent) had been retained as faculty members for the programs.

A more detailed discussion of these findings is presented in the main body of this report and in the conclusion at the end, we give our interpretation on some of their implications.

1.0 INTRODUCTION

A few years ago, colleges and universities around the country started revising their traditional curricula to include academic programs concerning the study of American blacks. These revisions took the form of courses in black studies lumped together into unified programs taking such names as Afro-American Studies, Black Studies, Comparative Culture, Ethnic Studies, or Minority Studies and institutes or centers set up to provide institutional inputs concerning blacks in a wide variety of ways. This generated many questions and much concern by scholars, educators and the professional community--both pro and con.[1,2] At least part of this concern was a result of the controversies surrounding the creation of the Afro-American Studies Programs at the institutions since the reforms were initiated by student demands and protests for the changes, although some educators had been seeking similar changes all along. Another part of this concern was about the value of such programs and the purposes they would serve since part of the academic community and some leaders did not feel any reforms were necessary or if so, these were not the ones to be made. But most agreed that this was a necessary step and started addressing the questions on how the programs should be implemented. Questions such as: who should teach the courses? are there enough teachers to go around? how can the shortage of qualified teachers and professors be filled? what should be the contents of such a program? what organizational form should a program take? what source materials should be used? what students would be attracted to the program? should whites be permitted to participate in the programs? --had to be addressed and quick responses were made.

The potential of Afro-American Studies Programs as an effective agent of change in the educational setting cannot be overlooked or passed over by even the most ardent critics, for they represent the opportunity to

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[1] Eugene Genovese, "Black Studies: Trouble Ahead." The Atlantic Monthly, June, 1969, pp. 51 - 58.

[2] Patricia Ryan, "White Experts, Black Experts and Black Studies." Black Academy Review, Spring, 1970.

expose and remove the myths and superstitions surrounding life in the society that the individual students--both black and white--must ultimately function in; an opportunity for the student to examine and study the "real" institutions of present day society and trace their evolutions; and the opportunity to lay the groundwork for constructive changes in this total environment. To achieve this effectiveness, the programs must necessarily have a dual thrust. On the one hand, they must be aimed at psychogically strengthening the self esteem and identities of balck students while, at the same time, preparing them for competing and earning a living afterwards. On the other hand, they must try to make white students recognize and become sensitive to how changes in the patterns of repression and practices of discrimination that exist can be made.

To realize the full potentials of the programs, it is important to know and have information about how to go about doing the things spelled out and about the disinterested students who would not and do not enroll in black studies--information on where they come from and where they intend to go--as well as information about the interested students. The long range implications for these programs as a positive force for constructive change in society as well as education is so great that answers to the questions raised must necessarily await the long term experiences with black studies when the information needed for intelligent assessment has been collected.

To provide a base and framework for this future assessment, HAMPTON ASSOCIATES conducted a nationwide survey of students and faculty members at colleges and universities with existing Afro-American Studies Programs, paying particular attention to factors which may bring out information on the self-selection mechanism, self-concept and self determination, and the goals, interests and aspirations of the students and certain characteristics of faculty and program variations.

The self-selection mechanism is important because, in all probability, students who enroll in Afro-American Studies Programs--both black and non-black--are already favorably inclined toward interest in and knowledge of the black experience, black consciousness, black awareness, self determination and self esteem. This can be attributed to various background characteristics of the individual student and his socio-psychological experiences. This being the case, one purpose of the survey was to measure background characteristics of the enrollees in these programs. An extensive body of literature[3] links this acceptance of and interest in the "other" race to contact and exposure in cross-cultural or racially mixed situations as an integral part of the students' background. Equally im-

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[3]Lawrence Wrightsman (ed), Contemporary Issues in Social Psychology. (Belmont, California: Wadsworth Publishing Co., 1968).

portant , though, are those students who do not and would not enroll in Afro-American Studies Programs. That is to say, it is also of importance to know why some students are disinclined to be favorable toward blacks and the black experience. Another purpose of the survey was to measure background characteristics of the non-enrollees to see how they differ from the assumed self-selected group of enrollees.

It is significant to relate Afro-American Studies Programs tc self-concept and self determination because of the numerous reports in research articles that blacks suffer negative self-images of themselves individually and of their race, collectively, as a result of all the discriminatory practices of a white dominated society. Also, these variables have been intimately linked with achievement in the educational setting.[4] To measure them between the two groups was another goal of the research.

Closely associated with these negative self-images are low expectations and aspirations and limited goals and interests resulting from the racism that has permeated the society and the life of blacks, as many reports has pointed out. All of these variables have important ramifications for the future direction of society and education as an agent of change and development in this society. Another purpose of the survey was to measure these variables for the two groups.

In addition, the study sought to measure variables concerning the influences of college selection and opinions on certain issues of concern to college students in general; variables characterizing the faculty members in these programs and variations in program structure. As a result, we will present a comparative description of enrollees and non-enrollees based on the information provided by the students on these measures and describe the characteristics of the faculty and the programs themselves.

The significance of this study and these findings is that a body of baseline descriptive information is now available for measuring constructive social change centered around the educational sphere in the form of Afro-American Studies Programs, research in this new area should be stimulated and a comprehensive framework is provided for systematically addressing specific areas of change. As such, questions concerning separatism vs. non-segregation may be intelligently addressed and another role and obligation of higher education be assessed. Also, additional information is available for developing Afro-American Studies Programs at other colleges thereby facilitating their expansion and orderly growth.

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[4]James S. Coleman, Equality of Educational Opportunity, (Washington, D. C. Government Printing Office, 1966), pp. 319 - 323.

2.0 DESIGN OF THE STUDY

The study was designed around incoming Freshman students -- both black and non-black -- and faculty members in the Afro-American Studies Program. These students were selected to facilitate studying the self-selection process in that the college and university environment, in general, and the Afro-American Studies Programs, in particular, are agents of change that would cloud the reasons why some students are already disinclined to be favorable toward blacks and/or the black experience and vice versa.

To accomplish the goals of the research, two questionnaires -- a student questionnaire and a faculty questionnaire -- were administered to independent random samples of Freshman enrollees and non-enrollees and faculty members at colleges and universities with existing Afro-American Studies Programs by a team of research personnel making personal visits to the institutions. Thirty-eight colleges were randomly selected from a universe of colleges with programs on a stratified basis for participation in the research. Invitations were sent to the Presidents of the thirty-eight colleges selected, representing both public and private institutions as well as predominantly black and predominantly white ones. Of these thirty-eight institutions, thirty-one responded with twenty-two accepting the invitation. Out of these twenty-two colleges initially accepting the invitation, data was collected from eighteen of them or 81.8 per cent. Table 2.1 presents characteristics of these institutions.

The independent samples of enrollees and non-enrollees -- both black and non-black -- was taken of Freshman or full-time first year students at each institution that the research teams visited with a maximum cut-off of 100 students in each of the two groups. Responses were obtained from 1,282 total students with 26.1 per cent enrollees, 72.1 per cent non-enrollees and 1.8 per cent the status of which were doubtful and were placed in neither group.

Other characteristics of this sample is presented in Table 2.2. We see that the sample is almost equally split between males and females (53.5 per cent males and 46.5 per cent females), and blacks and whites (43.1 per cent black and 46.6 per cent white). The ages of the respondents ranged from 16 years to over 35 years with 81.3 per cent of the sample between 18 and 21 years old. Of the total respondents, only 88.6 per cent indicated their classifications as being Freshmen and as a result responses from the remaining upper level students have been excluded from all subsequent presentations. All of the faculty members of the program was to be surveyed and administered the faculty questionnaire. Responses were obtained from 59 instructors out of a possible 102 at 15 institutions. The characteristics of this sample are presented in Table 2.3 showing a breakdown for age, race and sex.

TABLE 2.1 - INSTITUTIONAL CHARACTERISTICS OF SAMPLE

TYPE	CONTROL	% OF BLACK FRESHMEN	SIZE OF FRESHMAN CLASS
Predominantly White	PUBLIC	31.0	16,134
	PRIVATE	14.6	8,761
Predominantly Black	PUBLIC	86.7	1,769
	PRIVATE	93.1	1,753

TABLE 2.2 - CHARACTERISTICS OF STUDENT SAMPLE

SEX	NUMBER	PERCENTAGE
Male	713	56.7
Female	544	43.3
TOTAL	1,257	100.0
RACE		
Afro-American/Black/Negro	540	43.1
American Indian	5	0.4
Caucasian/White	584	46.6
Mexican/Spanish American	20	1.6
Oriental American	18	1.4
Others	39	3.1
Do Not Care to Respond	48	3.8
TOTAL	1,254	100.0
AGE		
< 18	72	5.9
18 - 21	986	81.3
> 21	155	12.8
TOTAL	1,213	100.0
CLASSIFICATION		
Freshman	1,021	88.6
Sophomore	97	8.4
Junior	25	2.7
Senior	10	0.9
TOTAL	1,153	100.0

TABLE 2.3 - AGE, RACE AND SEX CHARACTERISTICS OF FACULTY MEMBERS

AGE (N=55)		RACE (N=56)		SEX (N=59)	
30 or younger	25.4	Afro-American/Black	85.7	Male	86.4
31 - 40	45.5	White	5.4	Female	13.6
41 - 50	10.9	Other	8.9	TOTAL	100.0
51 - 60	9.1	TOTAL	100.0		
Older than 60	9.1				
TOTAL	100.0				

3.0 CONTACT AND EXPOSURE

It is generally agreed among most educators and scholars that the traditional educational curricula should include the study of American blacks just as it does any other academic and intellectual undertaking.[1,2,3] This, along with the proliferation of the programs, has created a body of literature centered around curriculum development in general[4] and proposals for model curriculas and program development at specific institutions.[5,6,7] But the literature is scant on the viewpoints of students and particularly those who are not favorably inclined toward Afro-American Studies Programs. Although Banks[8] conducted a study on a small sample of students at San Francisco State College and found that students who take courses in black studies or participate in Black Student Unions exhibit more black consciousness and other researchers[9,10] report findings that suggest offering courses in black studies could ease racial tensions, there is very little else. This may be because many of the Afro-American Studies Programs were created in an atmosphere of hostility and during a period of campus turmoil and unrest in general and has little to do with Afro-American Studies as a legitimate academic endeavor and the fact that programs are still so new.

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[1]C. L. R. James, "Black Studies: An Interview." Black Scholar, Vol. 2,.No. 1, September, 1970, p. 73.

[2]Ryan, op. cit.

[3]Harvard Faculty Committee, "Report of the Faculty Committee on African and Afro-American Studies," (Harvard University, January 20, 1969).

[4]See bibliographical section at the end of the report for an overview of this literature.

[5]Sidney Walton (ed), The Black Curriculum:Developing a Program in Afro-American Studies, (East Palo Alto, Calif.:Black Liberation Press, 1969.

[6]Armstead Robinson (ed), Black Studies in the University, (New Haven: Yale University Press, 1969).

[7]Doris A. Meek, "Black Studies Curriculum at Merritt College." Junior College Journal, XXIX, October, 1968.

[8]Henry Banks, "Black Consciousness:A Student Survey," Black Scholar, Vol. 2, No. 1, September, 1970, pp. 40-56.

[9]Rodney Roth, "Effects of Black Studies on Negro Female and Male Fifth Grade Students," Journal of Negro Education. Fall, 1969, p. 439.

[10]Bernard Cleveland, "Blacks in Higher Education," Phi Delta Kappan, LI, September, 1969, pp. 44-46.

An extensive body of literature exists on the "contact exposure theory" concerning the mising of the races as a palliative for prejudice, racism and racial tensions not only in education, but in the other institutional settings in American society as well. This theory is supported by most proponents of an integrated society and civil rights and, indeed, was made an integral part of the historic 1954 decision of the Supreme Court as well as the more recent report on civil disorders by the Kerner Commission[11] and the so called Coleman report[12] on the Equality of Educational Opportunity. This would suggest that non-black enrollees in Afro-American Studies Programs or students interested in Afro-American Studies Programs would constitute a self-selected group that had experienced more contact and exposure in racially mixed situations than students who would not enroll or are not interested in Afro-American Studies Programs. The question, then, is why are there some students who are not interested in black studies and others are? Is there some pattern or patterns in their educational and sociological backgrounds that would make them less receptive to knowledge of the black experience, practices of racism, and contributions of blacks to American society? Also, this may have important implications for the ultimate form Afro-American Studies Programs should take -- racially mixed or exclusively black. For, if contact and exposure does not significantly reduce negative feelings, there would be no reason to push for racially mixed programs. The evidence to date seems to point both ways. This is easily seen since the effectiveness of any contact and exposure ultimately depends on the situations and conditions under which the contact was made and exposure experienced -- e.g., see the excellent studies by Amer[13] and Pettigrew.[14] On the other hand, whether significant reductions in negative feelings are obtained through mixing of the races or not is less of a concern than what might result from increased separation of the races. On this last point, the evidence is not in yet since past separation has been on an "unequal" basis[15,16] and the separatism demanded

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[11] U.S. Riot Commission Report. "Report of the National Advisory Commission on Civil Disorder." 1967.

[12] James S. Coleman, Equality of Educational Opportunity, U. S. Department of Health, Education and Welfare, 1966.

[13] Y. Amer, "Contact Hypothesis in Ethnic Relations," Psychological Bulletin, 1971, pp. 319-42.

[14] Thomas F. Pettigrew, A Profile of American Negro, (Princeton: D. Van Nostrand, 1964).

[15] U. S. Riot Commission Report, op. cit.

[16] Gunnar Myrdal, et. al., American Dilemma, (New York: Harper and Bros., 1944).

today would be on an "equal" basis. But the problems anticipated with any subsequent attempts at a pluralistic society, if equality can be obtained this way, would be insurmountable. As a result of these overriding questions, we have attempted to get a measure of the amount of contact and exposure that the two groups have experienced through selected background characteristics and present them in this section for purposes of comparison. These characteristics have been divided into two groups: awareness and exposure to black studies and past experience and exposure to blacks. The following sub-section presents the findings related to these characteristics and discusses them in that order.

3.1 Awareness and Exposure to Black Studies

It is clear that by the time the student reaches college, certain experiences have already shaped his viewpoints toward blacks and the black experience. Since racism is so pervasive and well entrenched -- racial cleavages have been noted in early childhood[17,18,19] -- proponents of black studies suggested that Programs be implemented in the elementary and secondary schools as well as the colleges and universities. Recent findings by Roth[20] in his research on fifth graders has indicated that students exposed to black studies show more racial pride than a control group that was not exposed to black studies. It is of interest, then, to look at the differences suggested by this kind of factor. Table 3.1 gives the number and per cent of enrollees and non-enrollees who had previous experience with and exposure to black studies. The student was asked if his high school offered courses concerned with black studies, if he enrolled in any of these courses and to list these courses.

It can be noted, with interest, that a higher percentage of the non-enrollees or students not interested in black studies indicated awareness and knowledge of such a program at their high schools (51.4 per cent to 43.2 per cent), but a lower percentage of these students actually enrolled in these courses (29.1 per cent to 30.9 per cent). Of course, this suggests that the lack of interest in the black experience and black studies in college

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[17]J. H. Criswell, "Racial Cleavages in Negro-White Groups," Sociometry, 1937, pp. 87-89.

[18]J. K. Morland, "Racial Recognition by Nursery School Children in Lynchburg, Virginia," Social Forces, XXXVII, 1948, pp. 134-37.

[19]K. Clark, Prejudice in Your Child, (Boston: Becon Press, 1955).

[20]Rodney W. Roth, "Effect of Black Studies on Negro Female and Male Fifth Grade Students," Journal of Negro Education. Fall, 1969, p. 435.

TABLE 3.1 - AWARENESS, EXPOSURE AND PREVIOUS CONTACT OF BLACK STUDIES

	E[1]		NE[1]		TOTAL	
Influence of BS Prog. in Coll. Selection						
Some Influence ✓ [2]	76	38.8	147	23.4	223	27.1
No Influence	120	61.2	481	76.6	601	72.9
TOTAL	196		628		824	
Aware of Prog. at the College	E		NE		TOTAL	
Yes ✓	197	86.0	530	73.4	727	76.4
No ✓	32	14.0	192	26.6	224	23.7
TOTAL	229		722		951	
Prior Knowledge of Prog. at the College	E		NE		TOTAL	
Yes	114	51.6	325	48.7	439	49.4
No	107	48.4	342	51.3	449	50.6
TOTAL	221		667		888	
Previous Knowledge of Prog. in High Sch.	E		NE		TOTAL	
Yes ✓	98	43.2	367	51.4	465	49.4
No ✓	129	56.8	347	48.6	476	50.6
TOTAL	227		714		941	
Previous Enrollment	E		NE		TOTAL	
Yes	54	30.9	167	29.1	221	29.5
No	121	69.1	407	70.9	528	70.5
TOTAL	175		574		749	

[1] E will be used to designate the Enrollee Group and NE will be used to designate the Non-enrollee Group in this and other tables throughout the report

[2] Check marks (✓) by an item are used to denote differences that are significant at the .05 level. This convention will also be used throughout the report.

cannot be traced to their lack of awareness of the existence of courses and programs. This is also reflected in the responses the non-enrolled students gave to the questions on awareness of the Afro-American Studies at their colleges. These results are also presented in Table 3.1.

3.2 Contact and Exposure

Clearly, contact and exposure could come in a multitude of different situations and experiences and it would be prohibitive and unreasonable to try to cover all of them. For this reason, we tapped the dimensions of school, church and community as indexes, and because each, as well entrenced American institutions, has such far reaching impact in our society. The school dimension was tapped by trying to measure the racial composition of the high school student body, the racial composition of the high school faculty, the per cent of courses actually taken from the "other" race, and the size of the high school graduating class; the church dimension by asking the students to indicate their religious preference; and the community dimension through size of his hometown and education of parents. The findings and comparisons for the two groups are presented in Tables 3.2 - 3.5 and discussed below.

3.2.1 School

Exposure in terms of the racial composition of the high school student body of the respondents is presented in Table 3.2. Both groups tend to have come from mixed high schools or those that were predominantly white but more so for the non-enrollees. A significantly higher number of enrollees indicated that their high schools were predominantly black whereas students from mixed or predominantly white high schools appear about equally divided between the two groups with a trend toward more disinterest in black studies as exposure and contact in this setting decreases. This tends to support the contact and exposure theory, but a more detailed analysis of the data would be required to make any definitive statements. On the other hand, when observing the racial mix of teachers at the high schools as indicated in Table 3.2 also, this theory is not supported since more enrollees came from high schools with predominantly white faculties (60.4 per cent to 28.2 per cent). A possible explanation may be that no courses or any real contact was made in the mixed situations that their high schools presented. To confirm this explanation, more information concerning these variables would have to be available. The same trend is evidenced in the responses from the non-enrollee group, too. But this is to be expected. On comparing the two groups, we see that none of the differences are significant which, of course, suggests that the unexpected finding mentioned above may be more a peculiarity of the sample than anything else.

TABLE 3.2 - RACIAL COMPOSITION OF HIGH SCHOOL STUDENT AND RACIAL MIX OF FACULTY

Student Body	E		NE		TOTAL	
Predominantly Black ✓	63	27.9	145	20.5	208	22.3
Racially Mixed	63	27.9	217	30.6	280	30.0
Predominantly White	100	44.2	346	48.9	446	47.8
TOTAL	226		709		934	

Faculty	E		NE		TOTAL	
Predominantly Black	26	11.5	32	7.0	76	8.1
Racially Mixed	64	28.2	218	30.4	282	29.9
Predominantly White	137	60.3	449	62.6	586	62.0
TOTAL	227		717		944	

To get somewhat of a feel for the actual contact experienced by the two groups, the students were asked to indicate the percentage of courses taken from black and non-black teachers. These results are presented in Table 3.3. (Since the distributions are symmetric images of each other only one is presented in the table.) It can be observed that 55.6 per cent of the enrollees had taken courses from both black and non-black teachers and 53.9 per cent of the non-enrollees. This indicates that the non-enrollees had less exposure to blacks in the high school class. This tends to support the contact theory, too, but the difference is clearly not significant.

In the same table, we have included the breakdown for the size of the high school graduating classes for the respondents. The assumption here being that large high schools are associated with the larger metropolitan areas, hence, more opportunities for exposure and contact. From the table, we note that non-enrollees tend to have been graduated from the smaller sized high schools and just the reverse for the enrollees.

The overall results for this dimension seem to support the contact and exposure theory in a very general and gross way, but the information seems less definitive than is desired. Differences between the two groups did appear, but none were significant. This is clearly an area for further investigation.

3.2.2 Church

The respondents reported an overall breakdown of religious preference as 39.6 per cent Protestant (Baptist, Episcopalian and Methodist), 22.2 per cent Catholic, 5.1 per cent Jewish, 15.1 per cent "Other," and 18 per cent not responding to the question. This compares favorably with other studies on the religious preference of incoming students. For example, see the national norms published by the American Council on Education.[21] On comparing the two groups, we see that more non-enrollees specified Catholic, Episcopalian, Jewish and "Other," whereas, the higher percentages for the enrollees occurred for Baptist, Methodist and "Do not care to respond." There is a significant difference between enrollees and non-enrollees who indicated their religious preference as Episcopalian, Jewish and "Do not care to respond." The Episcopalian and Jewish respondents, though representative of the college population in general, may be too small in number to warrant any conclusions before further investigation can be done. The other significant difference found -- "Do not care to

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[21]Ace Research Reports. "The American Freshman: National Norms for Fall, 1971," American Council on Education, Vol. 6, December, 1971.

TABLE 3.3 - PER CENT OF COURSES ACTUALLY TAKEN FROM NON-BLACK TEACHERS IN HIGH SCHOOL AND SIZE OF GRADUATING CLASS

Exposure in Classroom	E (N=223)	NE (N=716)	TOTAL (N=939)
0%	4.0*	2.4	2.8
1% - 10%	9.0	5.4	6.3
11% - 20%	4.0	3.5	3.6
21% - 30%	2.2	2.8	2.7
31% - 50%	4.5	4.8	4.7
51% - 70%	4.5	5.3	5.2
71% - 80%	7.6	7.4	7.5
81% - 90%	19.3	15.5	16.1
91% - 99% ✓	4.5	9.2	8.1
100%	40.4	43.7	43.0
TOTAL	100.0	100.0	100.0
Size of Graduating Class	(N=222)	(N=713)	(N=935)
< 200	26.6	27.1	27.0
200 - 599	47.7	50.8	50.1
> 599	25.7	22.2	23.0
TOTAL	100.0	100.1	100.1

* Only percentages are given in this table

TABLE 4 BACKGROUND CHARACTERISTICS SUGGESTING EXPOSURE AND CONTACT IN RACIALLY MIXED SITUATIONS

RELIGIOUS PREFERENCE	E		NE		TOTAL	
Baptist	63	29.0	179	25.8	242	26.6
Catholic	42	19.4	161	23.2	203	22.2
Episcopalian ✓	4	1.8	73	5.3	41	4.5
Jewish	5	2.3	41	5.9	46	5.1
Methodist	20	9.2	57	8.2	77	8.5
Other	32	14.7	106	15.3	138	15.1
Don't Care to Respond ✓	51	23.5	113	15.3	164	18.0
TOTAL	217		694		911	

SIZE OF HOMETOWN	E		NE		TOTAL	
Less than 2,500	11	5.2	35	5.2	46	5.2
2,500 - 9,999	28	13.2	93	13.8	121	13.6
10,000 - 49,999 ✓	27	12.7	139	20.6	166	18.7
50,000 - 249,999	35	16.5	118	17.5	153	17.2
250,000 - 499,999	28	13.2	84	12.4	112	12.6
500,000 - 999,999 ✓	45	21.2	89	13.2	134	15.2
1 Million or More	38	17.9	117	17.3	155	17.5
TOTAL	212		675		887	

respond" -- has been linked by various investigators[22, 23, 24] to student activism, militancy or protests in an apparent effort to give a somewhat negative connotation. But Everett[25] as early as 1953 observed a relationship between religion and participation in cause oriented activities on campus, and more recently Hoge [26] found that emphasis on religion and church attendance had significantly declined when compared to responses obtained in the 1950's with those obtained in the 1960's. We hazard the opinion that enrollees are more enlightened, liberal and humanistic. (Astin also found that wanting to join the Peace Corp positively correlated with student protest!!) Since the responses by the two groups indicate religious preferences of institutions that have traditionally had few blacks for the non-enrollees and few whites for the enrollees, it would appear that this dimension has afforded very little previous contact and exposure for the students.

3.2.3 Community

The community dimension of contact was measured by asking the students to indicate the size of their hometown while they were in high school and the education attained by both parents. The responses show that non-enrollees tend to come from towns of less than 50,000 people and enrollees from places with more than 50,000 people. Specifically, the real differences are accounted for by a significantly higher number of non-enrollees from towns of size 10,000 - 49,999 people and a significantly higher number of enrollees from cities of size 500,000 - 999,999. There is no way to tell if these are suburbs of large metropolitan areas or Standard Metropolitan Statistical Areas (SMSA), but these numbers strongly suggest this to be the case. Certainly, the enrollees from the larger metropolitan areas would have experienced more inter-racial contact than the non-enrollees from the smaller towns and would tend to support the contact theories.

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[22] Alexander Astin, Personal and Environmental Determinants of Student Activism, Educational Research Reading in Focus, 1971

[23] Carl T. Willis and Faye J. Goldberg, "Correlation of Attitudes Toward Black Militancy Among Black College Students," 1969.

[24] Richard Flacks, "The Liberated Generation: Roots of Student Protest," Journal of Social Issues, July, 1967, pp. 52-75.

[25] Theodore M. Newcomb (ed), "The Entering Student: Attributes and Agents of Change," College Peer Groups, (Washington: The American Council on Education, 1971). p. 71.

[26] Dean R. Hoge, "College Students Value Patterns in 50's and 60's," Sociology of Education, Spring, 1971, p. 179.

Intimately associated with hometown and a more integral part of the community dimension as a measure of contact and exposure would be family attributes that indicate the status of the family. The number of items included in the questionnaire precluded using the more successful long forms for measuring fathers' occupation. Since the success with the short closed end response sets has not been good, we decided to exclude the variable altogether in spite of the importance of socio-economic status. This left us with only the education of the parents as a measure of the status of the respondent's family. The results obtained from these indexes are also presented in Table 3.5. The mothers of the non-enrollees tend to be better educated than those of the enrollees since more had at least attended college and more had graduated. This is not an unexpected finding since blacks have historically been underrepresented in the college population,[27, 28] but increasing attention is being given to this problem and we feel that a more detailed analysis would show that most of these non-enrollees are non-black. The significant difference for this item is that 28.4 per cent of the non-enrollee group indicated their mothers had completed college as compared to only 21.5 per cent of the enrollee group. This same trend can be observed for fathers' education as well, with the only exception that the differences are even more pronounced. Also, a partial analysis showed that these were the same respondents -- i.e., both parents had completed college. Taken together, these results suggest that the family status of the non-enrollees is significantly higher than that of the enrollee group. This tends to make the impression that these students are from suburban communities even more plausible and strengthen the support of the contact theory for this dimension.

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[27] I. E. Bayer and R. F. Boruch, "Black and White Freshmen Entering Four Year Colleges," Educational Record, 1969, pp. 371-386.

[28] Patricia Gurin and Dan Katz, "Motivation and Aspiration in the Negro College, Office of Education, U.S. Department of Health, Education and Welfare, 1966.

TABLE 3.5 - COMMUNITY STATUS AS MEASURED BY SIZE OF HOMETOWN, EDUCATION OF MOTHER AND EDUCATION OF FATHER

Size of Hometown	E		NE		TOTAL	
< 2,500	11	5.2	35	5.2	46	5.2
2,500 - 9,999	28	13.2	93	13.8	121	13.6
10,000 - 49,999 ✓	27	12.7	139	20.6	166	18.7
50,000 - 249,999	35	16.5	118	17.5	153	17.2
250,000 - 499,999	28	13.2	84	12.4	112	12.6
500,000 - 999,999 ✓	45	21.2	89	13.2	134	15.2
> 999,999	38	17.9	117	17.3	155	17.5
TOTAL	212		675		887	

Education of Mother	E		NE		TOTAL	
Graduated College ✓	49	21.5	204	28.4	253	26.7
Some College	41	18.0	143	19.9	184	19.5
Graduated High School	84	36.8	226	31.5	310	32.8
Some High School	37	16.2	89	12.4	126	13.3
No High School	13	5.7	44	6.1	57	6.0
Do Not Know	4	1.8	12	1.7	16	1.7
TOTAL	228		718		946	

Education of Father	E		NE		TOTAL	
Graduated College ✓	61	27.1	271	38.2	332	35.5
Some College	24	10.7	107	15.0	131	14.0
Graduated High School ✓	51	22.7	146	20.5	197	21.0
Some High School	43	19.1	84	11.8	127	13.6
No High School	26	11.6	78	11.0	104	11.1
Do Not Know ✓	20	8.8	25	3.5	45	4.8
TOTAL	225		711		936	

4.0 STUDENTS' INTERESTS

Aspects of the black experience were determined by conducting a content analysis of course descriptions from a representative sample of existing Afro-American Studies Programs. The students were asked to respond to these key words. If the student indicated interest in the program or plans to continue in the program, he indicated on a four point scale that ranged from "Very Good Chance" to "No Chance" his best guess to the chances that he would enroll or take courses covering 13 selected aspects. If the student indicated no interest or no plans to continue in the program, he indicated those aspects he felt should be covered in an Afro-American Studies Program. The results of the responses to the first part of the question are presented in Table 4.1 and the non-response was considered too high for the second part of the question to even present the data. The rankings were obtained from the weighed average (after collapsing to a three point scale) of the responses by the students who planned to continue in the programs or enroll in it for the first time presented in the upper half of the table; and the rankings presented in the lower half of the table are for the responses to "Very Good Chance" only.

It is interesting to note that the enrollees who plan to continue in the program rank Culture first, Racism in America second and Historical Contributions third. Equally as interesting is the fact that the four aspects ranked near the top constitute a balanced picture of factors that any comprehensive program in Afro-American Studies should contain. Later on we will note that all of the programs uncovered did reflect a balanced picture in terms of the range of courses offered. By comparison, the non-enrollees who indicated that they plan to enroll ranked Civil Rights and Civil Liberties first and Culture and Racism in America in a tie for second. This is in very close agreement with the enrollee ranks. The differences occur in the third and fourth ranks where the non-enrollees went for Literature, Writers, Poets, etc. and Psychology, respectively. Two things stand out and are very important here. The first one is that both groups ranked racism as one of the top aspects of interest and suggests that every program should have the study of racism as an integral part and probably required by all students -- both black and non-black. The other is that the range of interests indicated by the two groups covers such a comprehensive spectrum of academia.

Finally, we note that in the lower part of the table where we present the rankings when only considering responses for "Very Good Chance" for comparison, Community Improvement was ranked fourth by both groups. This probably suggests an increased awareness of local concerns and a need for community involvement.

TABLE 4.1 - RANKS OF COMPREHENSIVE ASPECTS OF BLACK EXPERIENCE STUDENTS INDICATED INTEREST IN TAKING

RANK	E WHO PLAN TO CONTINUE	NE WHO PLAN TO ENROLL
1	Culture	Civil Rights and Civil Liberties
2	Racism in America	Culture/Racism in America
3	Historical Contributions	Literature, Writers, Poets, etc.
4	Life Styles	Psychology

VERY GOOD CHANCE

1	Culture	Racism in America
2	Racism in America	Culture
3	Historical Contributions	Civil Rights and Civil Liberties
4	Community Improvement	Community Improvement

5.0 SELF-CONCEPT AND SELF-DETERMINATION

Many researchers have studied how blacks perceive themselves and have reported negative self-images with a tendency to reject their own race.[1,2,3] The long standing practices of racial discrimination that have been so prevalent in our society could easily result in such negative images, especially if these practices are systematically applied and constantly enforced. These negative images have been causally linked to academic achievement[4,5] among elementary and sceondary school children, but this may not have been the case at all, in the sense that there is a growing body of literature suggesting that blacks do not have negative self-images. These more recent findings[6,7] are based on a growing feeling that personality constructs and determinations concerning blacks must be viewed within the situational and social context of blacks and their own experiences. Putting it another way, this school of thought reckons that blacks appeared to have negative self-concepts because the measures were taken from a white perspective or a white frame of reference. Roth, in his study on fifth graders,[8] compared changes in these frames of references (using black stimuli and white stimuli on a sematic differential scale developed by Osgood) and found no negative self-images among an experimental group. Also, he found that when the group was exposed to Afro-American Studies Programs, they had even more positive self-images. A similar study on a small sample of college students exposed to Afro-American Studies Programs[9] found results that lend support and

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[1] R. D. Trent, "Relation Between Expression of Self-Acceptance and Expressed Attitude Toward Negroes and Whites Among Negro Children," Journal of Genetic Psychology, XCI, September, 1969, pp. 25-31.

[2] F. Edwards, "Community and Class Realities: The Order of Change," Daedalus, XCV, 1966, pp. 1-23.

[3] R. Dreger & K. Miller, "Comparative Psychological Studies of the Negro and White in the U.S.," Psychology Bulletin, LV, 1960, pp. 360-402.

[4] E. G. Epps, "Correlates of Academic Achievement Among Northern and Southern Urban Negro Students," Jornal of Social Issues, 1969, pp. 355-70.

[5] Coleman, op. cit.

[6] Benjamin Hodgkins and Robert G. Stakenas, Journal of Negro History, LIV, January, 1969, pp. 370-77.

[7] Coleman, op. cit.

[8] Roth, op. cit.

[9] Banks, op. cit.

reinforce the earlier findings by Roth. Both of these tend to be in accord with the more recent thinking about black self-concept. This is very important because of the causal links of self-concept to academic achievement mentioned above.

5.1 Self-Concept

The measure we chose for self-concept used a white frame of reference as opposed to the new thinking. This frame consisted of 13 descriptive adjectives that are generally accepted to be valued positively in the society. It was felt that this would provide a much neater comparison between the enrollees in the Afro-American Studies Programs and the non-enrollees and facilitate distinguishing any differences that might be revealed. The results of the responses are presented in Table 5.1. It is easily seen that there is no difference between the average responses for the two groups. Both tend to rate themselves between average and somewhat above average and leaning closer to the above average rating. When comparisons are made for individual adjectives, this same pattern holds, and the differences seem to be no more than random fluctuations, although the non-enrollees did tend to rate themselves as being more "logical" than the enrollees. This difference was 10.1 percentage points. Although the enrollee sample is a racially mixed population with 52.7 per cent black, 40.2 per cent white and 4.5 per cent other minority, we feel that these results can safely be interpreted as a positive self-concept for blacks on these items that are generally accepted to be positively valued. This interpretation would be at odds with the new thinking concerning the frame of reference under which self-concept measures should be taken unless the Afro-American Studies Program itself has sustained a black reference frame in spite of the non-black adjectives.

5.2 Self-Determination

Coleman[10] found that the highest correlate of achievement for black twelfth grade students was a factor he called "the students sense of control of the environment," whereas, for whites it was self-concept. The items making up this sense of control of the environment scale deals with how the student perceives the responses of his environment to his efforts at functioning and living within it from day to day. We used a more extended version of this scale with forced answers that had been developed by Rotter in 1962. It is felt that this measure may be useful in showing whether students in Afro-American Studies Programs show a greater sense of control of their environment -- especially blacks; hence, more self-determination and

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[10] Coleman, op. cit.

TABLE 5.1 - SELF-CONCEPT AND SELF-DETERMINATION

Aver. Scores for Indiv. Self-Concept Adjectives	E (N=212)	NE (N=698)
Ambitious	3.57	3.69
Broadminded	3.95	3.94
Capable	3.90	3.92
Cheerful	3.64	3.69
Courageous	3.66	3.68
Helpful	3.62	3.56
Imaginative	3.51	3.43
Independent	3.78	3.82
Intellectual	3.75	3.79
Logical ✓	3.57	3.74
Polite	3.91	3.94
Responsible	3.92	3.96
Self-Controlled	3.73	3.82

Self-Determination	(N=205)	(N=645)	TOTAL (N=850)
Low (0 - 7)	15.6*	16.0	15.9
Medium (8 - 15)	72.7	70.2	70.8
High (16 - 23)	11.7	13.8	13.3
TOTAL	100.0	100.0	100.0

*Percentages only are given in this table.

less likely to have defeated attitudes accompanied by a sense of hopelessness and despair. The scores on this self-determination scale ranged from a low of 2 points to a high of 20 points out of a maximum possible score of 23 points. The mean score for the enrollee group was 8.55 and the co-efficient of variation 6.8 per cent, and the mean score for the non-enrollee group was 11.33 with a co-efficient of variation of 1.52 per cent. This difference was significant and suggests that the non-enrollees have a greater sense of environmental control and appear to be a more homogeneous group. Low, medium and high cuts were established to describe the responses and the results are presented in Table 5.1. As can be seen, comparisons between enrollees and non-enrollees tended to fall in the mid range and non-enrollees tneded to fall in the high range, but neither of the differences are significant. This suggestion that the non-enrollee group tends to have a greater sense of control over their environment agrees with our expectations and seems consistent with the general scheme of things in society. Since this variable has been linked with achievement, it would be interesting to see how exposure to black studies affects these scores and this scale as a measure of self-determination. Also, further analysis should be undertaken by race to insure that blacks are contributing to all ranges of the scores.

6.0 EXPECTATIONS, GOALS, AND INTERESTS

Whereas the previous section considered and discussed background data obtained from the respondents in an effort to describe how some students may have come to be disinterested in the black experience, it is just as appropriate to describe some of the future plans of the two groups. The students' expectations, goals and interests were measured to do this. These are important because there is a strong possibility that the vicious self perpetuating cycle of disinterest in blacks refuels itself by the life goals and plans made and interests expressed at this crucial junction in the students' life (although they have been nurtured all along). The background factors that appear to be associated with negative feelings toward blacks are part of an institutional framework that would simply be perpetuated through succeeding generations of students.

Expectations could be taken as a measure of the general aspirations of the respondents and were measured through expected levels of education, expected career occupation and expected earnings or income. Closely associated with these aspirations are the goals and interests of the students in terms of what the student expects to get out of the college experience, his primary interests in life in general and his choice of major field. We measured the first two items on the goals and interests scale developed by Allport and Vernon[1] and the last item through open end responses to present major field. The results, we report below, discussing and comparing first the students' expectations, and then their goals, interests and planned major field.

6.1 Expectations

6.1.1 Education

Table 6.1 presents the responses for the two groups to the level of education they expected to attain in the next 10 years or within six years after their class graduates. Examination of the data shows that 74.8 per cent of the enrollee group expect to do some advanced study in this time frame and 75.7 per cent of the non-enrollee group. Enrollee tended to be less committed to a master's degree program than non-enrollees in that they were more inclined to say "some graduate work" and less inclined to say "master's degree (MA/MS)." These differences between the two groups are significant. This may be explained by a higher percentage of the the enrollee group requiring and needing financial aid and assistance

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[1] G. W. Allport and P. E. Vernon and G. Lindzey, Study of Values, Revised Edition, (Boston: Houghton-Mifflin, 1954).

TABLE 6.1 - TEN YEAR EXPECTATIONS

EXPECTED LEVEL OF EDUCATION						
Junior College	3	1.4	10	1.5	13	1.4
BS/BA	51	23.8	156	22.8	207	23.1
Some Grad. Work ✓	37	17.3	82	12.0	119	13.3
MS/MA ✓	42	19.7	18	26.5	223	24.8
Beyond Master's	17	7.9	55	8.0	72	8.0
LLB or JD	19	8.9	63	9.2	82	9.1
PhD or EdD	23	10.7	60	8.8	83	9.3
MD or DDS	15	7.0	66	9.6	81	9.0
Other ✓	7	3.3	11	1.6	18	2.0
TOTAL	219		684		898	

EXPECTED OCCUPATION						
Unskilled Worker	2	1.0	4	0.6	6	0.7
Semi-skilled	1	0.5	1	0.2	2	0.2
Service Worker	6	2.9	7	1.0	13	1.5
Skilled Craftsman	4	1.9	11	1.6	15	1.7
Salesman, Sec., etc.	10	4.8	18	2.7	28	3.2
Owner, Mngr.-Lower lev.	6	2.9	38	5.7	44	5.0
Prof. req. BS/BA	93	44.9	303	45.4	396	45.3
Owner-high lev.-bus./gov.	14	6.8	54	8.1	68	7.8
Prof. req. Adv. Degree	71	34.3	232	34.7	303	34.6
TOTAL	207		688		875	

EXPECTED INCOME						
Less than 7,000	3	1.5	10	1.5	13	1.5
7,000 - 8,999	18	18.8	53	8.1	71	8.2
9,000 - 10,999	29	14.4	107	16.3	136	15.8
11,000 - 14,999	43	21.0	146	22.2	189	21.9
15,000 - 24,999	58	28.3	190	28.9	248	28.8
25,000 - 49,999	33	16.1	104	15.8	137	15.9
Over 50,000	21	10.2	47	7.2	68	7.9
TOTAL	205		657		862	

and the uncertainty associated with not knowing if funds would be available. But 37 per cent of the enrollees indicated at least some graduate work and, at most, a master's degree. This contrasts with 38.5 per cent of the non-enrollee group. It is of interest also to note that 37.8 per cent of the enrollees plan to study beyond the master's degree and 37.2 per cent of the non-enrollees. Of this remaining 37 and some odd per cent, more enrollees indicated doctoral degrees than non-enrollees (10.7 per cent to 8.8 per cent) whereas more non-enrollees indicated law degrees and medicine (9.2 per cent to 8.9 per cent and 9.6 per cent to 7.0 per cent, respectively).

6.1.2 Occupation

Occupation has always been difficult to measure in a compact though comprehensive framework. We experienced this difficulty in our design in that almost 80 per cent of all responses fell into two categories -- professional requiring a bachelor's degree and professional requiring an advanced degree. We do not feel that much information has been obtained in these responses except, perhaps, the fact that the non-enrollees indicated a higher tendency toward going into business than the enrollees (13.8 per cent compared to 9.7 per cent).

6.1.3 Income

The responses to income expectations seem, in themselves, somewhat unrealistic. But since they are equally unrealistic for both respondent populations, comparisons can still be made. The expected means for the enrollee group is $22,992 whereas for the non-enrollee group it is $21,407. In addition, 26.3 per cent of the enrollees indicated incomes of over $25,000 as compared with 23.0 per cent for the non-enrollees. So, the enrollee group appears to have higher income expectations. This difference is not significant and the remainder of the two distributions are equally comparable.

6.2 Goals and Interests

The students were asked to rank four reasons for going to college in the order of their importance and six interests in life. The results of these rankings are presented in Table 6.2. As can be noted, both groups ranked the items in the same order of importance with "preparing for an occupation" first and "developing socially" last. Analysis on the average scores show that the enrollee group put more emphasis on the importance of college as a means for preparing for an occupation and the non-enrollee group put more emphasis on pursuing ideas. The firs rank -- occupational or material reasons -- is in close agreement with other findings reported

TABLE 6.2 - AVERAGE SCORES FOR RANKED GOALS AND INTERESTS

RANK	GOALS	E	NE	TOTAL
1	"Prepare for my occupation..." ✓	1.69	1.51	1.55
2	"Pursue ideas..." ✓	2.40	2.66	2.60
3	"Excel in academic work..."	2.84	2.88	2.87
4	"Develop socially..."	3.03	2.94	2.96
	TOTAL	2.49	2.50	2.49

RANK	INTERESTS	E	NE	TOTAL
1	"Social: other human beings..."	2.08	2.08	2.08
2	"Theoretical: critical or rational matters..."	3.14	3.19	3.18
3	"Economic: that which is useful and pratical..."	3.50	3.34	3.37
4	"Aesthetic: beauty, in form and harmony..."	3.78	3.87	3.84
5	"Political: power and influence..." ✓	3.97	4.33	4.25
6	"Religious: unity of the universe..."	4.42	4.14	4.20
	TOTAL	3.46	3.49	3.48

on why students attend college.[2, 3, 4]

Both groups ranked interest in other human beings as the most important interests. This seems to support the more humanistic and people oriented beliefs attributed to today's student as reflected in their opposition to the war in Vietnam, their concerns about environmental pollution and reordering spending priorities toward domestic programs for social improvements. The only difference in the rankings was in where political interests and religious interests were placed. The non-enrollees ranked political interest last whereas the enrollees ranked religious interest last. The average scores for the items ranked indicate that the non-enrollees tend to be more interested in political influence than the enrollees and just the reverse for religious experiences.

6.3 Major Field

In order to determine the academic interest of the students they were asked to record on the information form the subject in which they planned to major. Analysis of these responses produced the results presented in Table 6.3. We note that the non-enrollees tend to cluster around Business, Physical and Life Sciences and Engineering with Physical and Life Sciences ranking first among all choices and Business second. This may indicate the start of a new trend in that Business has traditionally ranked first among the college population as choice of major field although slight declines had been noted recently. Closer examination and further investigation is warranted to see if this is indeed the case. In contrast to the non-enrollee group, the enrollees tend to favor History and Political Science, Social Science, Physical and Life Sciences and Humanities with the Social Sciences ranked first and History and Political Science ranked second. This seems to be more consistent with an expressed interest in the humanistic aspects of life as compared to the non-enrollees who expressed the same humanistic interest but indicate plans to major in traditionally non-humanistic disciplines. Slight differences exist between Physical and Life Sciences and the Social Sciences. This compares favorably with other

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[2]Arthur A. Dole, "Stability of Reasons for Going to College," Journal of Educational Research, Vol. 63, April, 1970, pp. 373-78.

[3]Angus Campbell, Public Concepts of the Cost and Utility of Education, (Ann Arbor: University of Michigan Press, 1964).

[4]Gurin, op. cit.

TABLE 6.3 - PLANNED MAJOR FIELD

Major Field	E		NE		TOTAL	
Art and Architecture	8	3.9	20	2.9	28	3.1
English	10	4.9	35	5.0	45	5.0
Humanities	21	10.3	54	7.7	75	8.3
Education	11	5.4	40	5.7	51	5.6
Business	16	7.8	85	12.1	101	11.2
Physical & Life Sciences ✓	21	10.3	114	16.3	135	14.9
Engineering ✓	1	.5	24	3.4	25	2.8
History & Political Science ✓	28	13.7	58	8.3	86	9.5
Psychology	8	3.9	41	5.9	49	5.4
Social Sciences ✓	32	15.7	58	8.3	90	10.0
Professional Schools	17	8.3	54	7.7	71	7.8
Technical Schools	5	2.5	9	1.3	14	1.5
Other	5	2.5	38	5.4	43	4.8
Double Major	3	1.5	4	.6	7	.8
Undecided	18	8.8	66	9.4	84	9.3
TOTAL	204		700		904	

studies[5,6] that have compared black and white Freshman students -- namely that blacks have traditionally gone into the Social Sciences or humanities and whites into the Physical Sciences and Engineering.

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[5]Bayer, op. cit.

[6]E. Gaier, "Current Attitudes and Socialization Patterns of White and Negro Students Entering College," Journal of Negro Education, 38, Fall, 1969, pp. 342-50.

7.0 OTHER COMPARISONS

7.1 Influences for Selecting College Attending

Information was also collected from the respondents on why they selected the particular institution they were attending. The students were asked to indicate "major," "minor," or "no influence" to a selected list of items. This information should be of special interest to college administrators since so little is really known about the dynamics of the many interrelated factors that actually influence college selection. But at the same time, we caution that the subjective factors included in the list and the responses to them have to be taken with a certain amount of judgment. However, there are a number of studies[1, 2, 3] that suggest the factors included are pertinent to actual college selection. In addition to that, we included a question on why the students rejected or failed to attend other colleges they had been accepted to. We felt that by keying in on both items, the results would be even more useful.

The findings reported are based on combining the responses for major influence and minor influence and appear in Table 7.1. Both groups ranked "Parent or other relative" first and "Academic reputation of the college" second. The enrollee group indicated concern about college costs in that they ranked "scholarship or financial assistance" third whereas the non-enrollees ranked this item eighth and "high school teacher or counselor" third. The other influences ranked in the top five were "High school teacher or counselor" and "Friends attending this college" for enrollees and "Opportunity to live away from home"and "social life of the college" for the non-enrollee group. Except for the exclusion of the cost factor in the top five by the non-enrollees, these rankings agree very closely with past findings reported in other studies. In addition to noting the influences that rank highest for the two groups, we also note that enrollees tend to put more emphasis on financial assistance than non-enrollees and that non-enrollees tend to put more emphasis on the social life of the college as well as homogeneity of the student body than enrollees. This emphasis on social life and being influenced by the similarity of the other students combined with the low ranking of financial concern seems to suggest that this, too, may be area for further study and research indicative of a group with very little hardships.

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[1] Kalmer E. Stordahl, "Student Perception of Influence on College Choice," Journal of Educational Research, January, 1970, pp. 209-12.

[2] Carol Kaye, "Motivational Factors in College Entrance." The American College, (New York: Wiley, 1962), pp. 199-224.

[3] John L. Holland, "Student Explanation of College Choice and Their Relation to College Popularity," College and University, XXXIII, 1958, pp. 313-20.

TABLE 7.1 - INFLUENCES FOR SELECTING COLLEGE ATTENDING AND REASONS FOR REJECTING OTHER COLLEGES

INFLUENCES	E		NE		TOTAL	
Parent or Relative	167	80.7	562	82.0	729	81.7
High School Teacher/Counselor	119	59.2	366	64.3	485	56.5
Friends at the College	107	52.2	308	46.7	415	48.0
Graduate of the College ✓	71	35.7	306	46.6	377	44.1
Professional Counseling	60	30.2	156	23.9	216	25.3
Athletic Program	32	16.1	133	20.2	165	19.2
Other Extracurricular ✓	48	24.2	184	34.3	232	31.6
Social Life of College ✓	73	37.2	253	47.2	326	44.5
Opportunity to Leave Home ✓	86	43.0	276	51.8	362	49.4
Low Cost	95	48.0	239	45.1	334	45.9
Academic Reputation ✓	140	68.3	418	77.4	548	74.6
Scholarship/Financial Aid ✓	126	62.7	246	45.4	372	50.1
Similar Students ✓	59	30.4	240	44.4	299	40.7
Religion Affiliation	24	12.1	73	13.6	97	13.2

REASONS FOR REJECTING	E		NE		TOTAL	
Consideration of Size	7	4.4	26	4.9	33	4.8
Georgraphical Consideration	23	14.5	74	13.9	97	14.1
Financial Consideration	35	22.0	103	19.4	138	20.0
Social Consideration	5	3.1	9	1.7	14	2.0
Personal Consideration	41	25.8	168	31.7	209	30.3
Academic Consideration	20	12.6	75	14.1	95	13.8
Characteristic of Institution	5	3.1	13	2.5	18	2.6
Other	23	14.5	63	11.8	86	12.4
TOTAL	159		531		690	

In contrast to these factors that influenced the students to select their colleges, the reasons given for rejecting other colleges clustered around personal reasons, financial reasons and geographical considerations in that order of importance. The enrollee group emphasized the financial reasons and geographical considerations and the non-enrollee group emphasized the personal reasons. Both of these findings seem to be in agreement with the selection influences except we did not expect to see the high emphasis on financial reasons by the non-enrollees.

7.2 Opinions

The students were also asked to indicate the extent to which they agreed or disagreed with selected factors that are of concern to college administrators, the students themselves and society in general. In fact, some of these factors have become issues in their own right. The ascertained results are presented in Table 7.2 where we indicate the extent of at least somewhat agreement for the items. Both groups were almost overwhemingly in favor of students having a role in specifying college curricula with, of course, the enrollees showing more favor. Also, both groups were highly in favor of having faculty promotions evaluated by students. The difference in the responses to the question on the students having a role in specifying the college curricula is significant, but none of the other differences were. This indicates, of course, that they transcend the boundaries of the two groups and are of general concern to all students.

TABLE 7.2 - OPINIONS ON GENERAL ISSUES*

Students have role in specifying college curricula ✓	220	90.5	708	85.2
Individual can do little to change society	218	45.9	704	47.7
College officials regulate student behavior off campus	220	9.5	699	11.6
Chief benefit of college is earning power	217	63.1	699	62.2
Black man running as vice president could not win today	215	53.5	695	55.0
Faculty promotions based on student evaluation	214	73.8	700	70.1
My beliefs are similar to those of other students	213	54.5	690	60.1
College officials have right to ban extremists from speaking on campus	214	21.0	698	20.5

*Table shows percentage of students agreeing with the issues where "strongly agree" and "somewhat agree" have been collapsed

8.0 FACULTY CONSIDERATIONS

Part of the controversy during the early implementation of Afro-American Studies Programs was concerned with who should teach the courses -- whether blacks and whites or blacks only? -- If only blacks, are they sufficient in number to fill all of the positions? If there is a shortage, how can it be corrected? Should classroom techniques be different from the traditional ways of teaching? To provide answers to some of these questions, information and data must be collected in a comprehensive framework and appropriately reviewed. This section presents responses obtained from the faculty members surveyed at the 18 participating colleges. Hopefully the information reported will be a start at answering these questions. Completed questionnaires were returned by 59 faculty members from 15 colleges. This gave a non-response rate of 41.2 per cent for the 102 members of the faculty surveyed.

8.1 Characteristics of Sample

Table 8.1 gives breakdowns for the age, race and sex of this sample. It is of interest to note that most of the faculty members are males and black with 86.4 per cent and 85.7 per cent, respectively. White faculty members account for 5.4 per cent of the total sample and the remaining 8.9 per cent are of African descent. The fact that whites are indeed actively teaching in the programs tend to support the views of some scholars and educators[1, 2, 3] and, of course, is at odds with the advocates of total separatism. On the other hand, the racial makeup of the faculty tend to suggest that participation by whites in the Afro-American Studies Programs should be at a minimum level , but certainly not excluded altogether. Others have voiced the opinion that blacks should have "administrative control" of the programs with white participation. Our observations indicated that this was the case, but no data was specifically collected on this aspect of the programs we visited. It seems that this would be extremely difficult in an interdisciplinary program or one that is attached to another department and sharing its resources.

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[1] Genovese, op. cit.

[2] James, op. cit.

[3] Ryan, op. cit.

TABLE 8.1 - AGE, RACE AND SEX CHARACTERISTICS OF FACULTY MEMBERS

AGE (N=55)		RACE (N=56)		SEX (N=59)	
30 or younger	25.4	Afro-American/Black	85.7	Male	86.4
31 - 40	45.5	White	5.4	Female	13.6
41 -- 50	10.9	Other	8.9	TOTAL	100.0
51 - 60	9.1	TOTAL	100.0		
Older than 60	9.1				
TOTAL	100.0				

The fact that males made up a substantial portion of the faculty members may very well be an extension of the concept of providing positive images for young impressionable blacks.

The table also shows the distribution of age for the respondents. The average ranges from 26 years to 58 years with an overall average of 39 years of age and median of 35 years of age. This relatively young faculty would indicate a trend toward wanting people with new ideas and familiarity with the most recent techniques as well as a stronger identity with the young student of today.

8.2 Background Information

To get a feel for alternative ways of providing faculty members, we asked the respondents to indicate their past experience in teaching. Table 8.2 presents the responses to that item. We can see that some of the instructors have entered the programs from varied backgrounds other than colleges and universities although many had prior teaching experience at other levels. For example, one out of every six instructors had been previously employed in elementary and secondary education or by community and junior colleges; and 13.8 per cent had been previously associated with research organizations, educational foundations, governmental agencies and private businesses. Together, these make up almost one third of the faculty members surveyed and seems to support the original thinking about Afro-American Studies Programs about setting up teacher training programs in order to effectively fulfill the needs of the programs. Along the same lines Harding[4] suggested that visiting lecturers and professors could help solve this shortage. Our results show that only 1.7 per cent of the respondents classify themselves as visiting professors. By comparison, 15.8 per cent were retained on a part-time basis. Although this distinction is a subtle one, the fact that more institutions prefer part-time professors to visiting professors or lecturers suggest concern about availability and time for student consultations and participation in other departmental activities. Moreover, part-time faculty members are more likely candidates to become full-time faculty members. At present, then, it seems that part-time faculty and people previously associated with other professional organizations are being disproportionately used in the programs. This indicates that stepped up efforts at training should be made.

Table 8.2 presents the breakdown showing the highest degree earned by the respondents. As can be noted, 38.6 per cent of the faculty members hold doctoral degrees and 91.2 per cent hold advanced degrees above the

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[4]Inez S. Reid, "An Analysis of Black Studies Programs," Afro-American Studies, May, 1970, pp. 11-21.

TABLE 8.2 - EDUCATION, EXPERIENCE AND DEPARTMENTAL STATUS OF FACULTY MEMBERS

EDUCATION

	N	%
MA/MS	30	52.6
PhD/EdD	22	38.6
BA/BS	5	8.8
TOTAL	57	100.0

EXPERIENCE

Prior Teaching Experience:

	N	%
Yes	50	86.2
No	8	13.8
TOTAL	58	100.0

Type of Educational Institution:

	N	%
University	20	41.7
Four Year College	18	37.5
Two Year College	1	2.1
Elem. & Sec. Sch.	6	12.5
Other	3	6.2
TOTAL	48	100.0

Number of Years in Teaching Prof.

	N	%
5 years or less	20	34.5
6 years - 10 years	22	37.9
11 years - 15 years	4	6.9
16 years - 20 years	4	6.9
21 years - 25 years	2	3.5
More than 25 years	6	10.3
TOTAL	58	100.0

DEPARTMENTAL STATUS

	N	%
Full-Time	47	82.5
Part-Time	9	15.8
Visiting	1	1.7
TOTAL	57	100.0

bachelor's level. These percentages compare favorably with the general educational level for faculty members in higher education reported in other studies.[5,6]

In addition to academic training, the respondents were asked to indicate the amount of teaching experience they had and these findings are also presented in the table. It is interesting to note the rich mixture indicated by this experience factor which shows a range extending from no teaching experience to more than 26 years. The average number of years taught is 8.1 and we see that 27.5 per cent indicated more than 10. This contrasts sharply with the 34.5 per cent indicating less than six years of experience. This balanced picture, of course, suggests that young, fresh and new ideas of the lesser experienced instructors are being mixed with the more traditional and experienced ideas of the older instructors.

8.3 Class and Teaching Information

Afro-American Studies Programs were implemented to produce changes in the traditional curricula of educational institutions. Most reports and information available on these programs are restricted to just these curricula changes[7,8,9] but future considerations may very well be concerned with exploring changes in techniques used in the classroom as presently being done at the elementary and secondary school level. Since the contact and exposure theory depend, to a large extent, on the situational context underwhich it was experienced, the question might easily be raised as to whether traditional classroom techniques -- lectures, films, papers, etc. -- do provide learning situations conducive to affecting the changes such programs envision. With this in mind, an item on classroom techniques was included in the instrument and the faculty members were asked to indicate how frequently they used the given list of techniques.

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[6]Coleman, op. cit.

[7]Meek, op. cit.

[8]Robinson, op. cit.

[9]Keith E. Baird, African and Afro-American Studies in the Curriculum, (New York: Heritage Association, 1970).

The responses to these items are presented in Table 8.3. They have been ranked according to which ones were used frequently as opposed to occasionally or never. As can be seen, these ranks agree with the traditional classroom techniques and provide a good baseline for future considerations.

The respondents were also asked to indicate what aspects of the black experience they were covering in their courses. The results show that they were in close agreement with the students' interests as to what aspects they would want to take. The aspects themselves are key words resulting from a content analysis of course descriptions conducted on a representative sample of existing Afro-American Studies Programs. Comparisons between the two sets of respondents can be seen by reference to Table 8.4, where the top rankings for the enrollees -- students already in the program -- and non-enrollees that indicated that they plan to enroll in the program ; and the top rankings given by the faculty respondents are presented. These student rankings are only for the aspects that they indicated a "Very Good Chance" of taking. Note that Culture, Racism in America and Historical Contributions were all ranked in the top three by both the faculty and enrollees, and the non-enrollees who indicated plans to enroll ranked Racism in America and Culture as the top two aspects. Since the faculty responses were taken independently from the students, this close agreement suggests that they too may form a self-selected group. This may warrant further investigation. We might also add that the aspects ranked by the enrollees appear to be a reflection of the courses they take and the non-responding faculty members would probably provide different rankings than those that participated. But the encouraging thing is that the non-enrollees were in agreement with these two groups.

TABLE 8.3 - CLASSROOM TECHNIQUES FREQUENTLY USED BY FACULTY FOR VARIOUS COURSES IN BLACK STUDIES

Technique	% (N=456)
Lecture	16.0
Discussion Group	15.6
Outside Reading	14.5
Individual Instruction	12.1
Research Projects	10.3

TABLE 8.4 - COMPARISONS FOR RANKINGS OF ASPECTS OF THE BLACK EXPERIENCE BY FACULTY AND STUDENTS

	E	Faculty	NE*
1	Culture	Culture	Racism in America
2	Racism in America	Historical Contributions	Culture
3	Historical Contributions	Racism in America	Civil Rights & Civil Liberties
4	Community Improvement	Literature, Writers, etc.	Community Improvement

*These are non-enrollees who indicated plans to enroll in the programs and rankings for both student groups are for "Very Good Chance."

9.0 VARIATIONS IN PROGRAM STRUCTURES

There are over 200 colleges and universities across the country offering courses in black studies today[1] and approximately 60 per cent of these have developed unified programs to focus there offerings around. The remaining institutions offer individual courses scattered throughout their curricula with no special recognition or overall direction. Of these 200 institutions, we estimate that some 80 per cent are predominantly white (both public and private) colleges and black students account for approximately 14 per cent of the overall incoming student population.[2] The unified programs essentially fall into three categories depending on the organizational and operational intent when they were developed and might very easily be taken as a measure of commitment to the concept of black studies. These categories consist of: (1) the usual department with a separate identity of its own and the same status as other academic departments at the institutions including a chairman; (2) the combining of parts of several of the traditional academic departments at the institution to create a unified program, the activities of which are coordinated by a director or coordinator; and (3) the establishment of operational units independent of and distinct from regular academic departments to carry out a variety of activities related to black studies or black students under the auspices of a director. We have called these categories separate department, attached departments and institutes or centers, respectively, and will hereafter refer to them as such.

To make these categories and classifications as distinct as possible, a college would have to offer an undergraduate degree--i.e., a major and/or minor in Afro-American Studies--or a certificate of formal recognition in order to be included in the first two categories. Such a criterion is necessary because, otherwise, no distinction could be made between institutions offering individual courses and those with unified programs especially for attached departments. In our study this distinction was made and we excluded colleges that did not meet these requisites.

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[1] Our search through catalogues, brochures, and announcing of conferences and workshops produced approximately 180 institutions with programs as of August, 1971. Time prevented us from exhausting all sources identified and we estimate the total number to be over 200 programs as of this writing.

[2] This percentage of black students is based on enrollment figures for incoming students published by U.S. Dept. of Health, Education and Welfare for the colleges identified with programs.

The category most commonly found is the combining of several traditional departments into a comprehensive unit to form a program or attached departments and the institute or center is least likely to be the preferred structure with the separate department somewhere in between. Public institutions seem to have more of a preference for the attached departments whereas private institutions are just about equally divided between the two arrangements. The institute or center is also about equally divided between public institutions and private institutions. This pattern seems to hold for predominantly black colleges as well as predominantly white ones. Needless to say, the institutions with the separate department structure have substantially more black students than the others.

Of the 18 colleges participating in the study, 8 had separate departments, 9 had attached departments and 1 was in the institute category. The colleges with separate departments had larger faculties and staffs than those with attached departments but, in general, the staffs were small. The separate departments had their own faculty and in some cases "loaned" them to other academic departments.

The attached departments drew faculty support from a number of the other academic departments including English, History, Sociology, Psychology, Education, Economics, Art and Philosophy. The programs were either "home-based" in one of these departments or fell under an administrative umbrella along with similar programs--e.g., an Ethnic Studies department would administer several programs of black studies, chicano studies, etc., or a department in Cultural Studies would administer several programs in black culture, asian culture, etc.--where such a demand existed.

On the other hand, the institutes or centers had no faculty as such because, in general, no courses were taught in the programs they operated. Some of the activities engaged in are curriculum research for developing programs in black studies, providing tutoring services for students in general and counseling black students and conducting community services programs.

Table 9.1 presents an overview of typical courses included in the Afro-American Studies Programs at the colleges surveyed that are open to first year students. The headings for each group of courses are our own and in no way are related to the goals of the programs. They are given more or less to provide the reader with an idea of the range of courses offered and to stress the interdisciplinary nature of the programs. Finally, we point out that only a small percentage of the courses had been in the curricula before the programs were instituted.

TABLE 9.1 - OVERVIEW OF TYPICAL COURSES OFFERED IN AFRO-AMERICAN STUDIES PROGRAMS

PHILOSOPHY

Black Religion
Philosophy of Protest
Religion and Theology of Black America
Social Thought
African Religions and Philosophies
Afro-American Social Thought

ECONOMICS

Economics of Minorities
Economics of Urban American Problems
Economics of Discrimination
Economic Development of Black Ghetto
Race and Economics

MUSIC

Music
Jazz Workshop
Black Music
Afro-American Music

ART

American Negro in Art
Black Theater
Afro-American Theater
Traditional African Art
Afro-American Art
Afro-American Workshop

EDUCATION

Urban Schools
Education in the Black Community

HISTORY AND POLITICAL SCIENCE

Black Politics
Slavery
Introduction to Black Politics
Political Individualism
Black Revolution
Negro History
U. S. History
South and the Negro
Great Men
Origin of Negro
Social Revolution
American Civilization
The Negro in U. S. History
Reconstruction
Ante Bellum Free Black
History of Black Americans
Afro-American History
Afro-American Politics
African History
History of West Africa
Seminar in Afro-American Studies
Introduction to Afro-American Studies
Peoples in Africa
Politics of Africa
Introduction to Pan African Studies

ENGLISH

Black Literature
Black Dialect
Black Speech
Black Poetry
Black Fiction
Creative Writing
Richard Wright
James Baldwin
Survey English
Senior Seminar
Black Novel
Private Readings
African Literature
Afro-American Literature
Afro-American Writers
Afro-American Biography
Afro-American Tutorial
Pan African Humanities
Pan African Readings

SOCIOLOGY

Sociology
American Racism
Ethnic Studies
Community Work Project
American Minorities
Black/White Relations
Black Culture
Black Urban Crisis
Social Institution
Varieties of Ethnic Experiences
Racism in America
Afro-American Culture
African Anthropology

PSYCHOLOGY

Black Mental Health
Black Psychology
Pers. /Social Adjustment
Negritude
Afro-American Psychology

10.0 CONCLUSION

During the opening remarks of this report, we went into considerable detail concerning the purposes of this study. In concluding the report we would like to point out that the goals were accomplished and present our interpretation of the findings and results. Before doing so, however, we would like to emphasize some facts about black studies and Afro-American Studies Programs.

The potential of Afro-American Studies Programs as an effective agent of change in the educational setting cannot be overlooked or passed over by even the most ardent critics, for they represent the opportunity to expose and remove the myths and superstitions surrounding life in the society that the individual students--both black and white--must ultimately function in; an opportunity for the student to examine and study the "real" institutions of present day society and trace their evolutions; and the opportunity to lay the groundwork for constructive changes in his total environment. To achieve this effectiveness the programs must necessarily have a dual thrust. On the one hand, they must be aimed at psycholgically strengthening the self esteem and identities of black students while, at the same time, preparing them for competing and earning a living afterwards. On the other hand, they must try to make white students recognize and become sensitive to how changes in the patterns of repression and practices of discrimination that exist can be made.

The spectrum of courses offered in the programs at the colleges participating in the study and the racial mix of the enrolled students indicate that they were designed with this in mind. However, if these aims are to be accomplished or the full potential of the programs realized, it is important to know and have information about how to go about doing this and about the disinterested students who would not and do not enroll in programs that exist as well as information about the interested students. It was this difference that the study tried to address and describe in a statistical sense.

The significant findings and highlights were given in the summary of the report and are repeated here for convenience.

The contact and exposure theory seems to give mixed results in that certain background variables indicated that non-enrollees were from institutions that normally do not provide them with meaningful contact in mixed racial situations. For the religious dimension and the community dimension this was the case. On the other hand, the school situation indicated that both groups had experienced substantially the same kinds of exposure. In other words, students experiencing contact in the school situation are just as likely to become enrollees or non-enrollees as measured by the racial composition of their high school student body and the racial mix of their high school faculty and actually taking courses from the "other" race. This is in sharp con-

trast to the religion and community dimensions as measured by religious preference and size of hometown and family status, respectively. Students whose hometowns are smaller than 50,000 in population are more likely to be non-enrollees and both parents are more likely to have finished college. In addition non-enrollees are more likely to be of episcopalian, catholic and jewish religious backgrounds. Both of these suggest that very little interracial contact would be experienced in these settings. Enrollees were from cities of size 500,000 to 1,000,000 in population--suggesting more opportunity for contact--were likely to be baptist, methodist or too sensitive to answer the question and both parents having only a high school education. Clearly more study should be done here.

The non-enrollees who indicated interest or planned to enroll placed emphasis on the same aspects of the black experience as the students who were already in the programs. But, in addition indicated a different overall range of interests. Both groups indicated a high interest in Culture and Racism whereas more enrollees were interested in History and Lifestyles, the non-enrollees planning to get in the programs were interested in Civil Rights and Civil Liberties, Literature and Psychology.

On the self-concept scale consisting of 13 descriptive adjectives, all of which are generally taken to be positive attributes to have, the average scores of both groups fell between "average" and "somewhat above average" on a five point scale.

When measuring how the students perceive the responses of their environments or "their sense of environmental control," the non-enrollee group had higher scores. The scores of the enrollee group tended to have less variance and clustered around the mean. The differences, however, were not significant. It will be interesting to see if this pattern is sustained over long term and assess the effects of black studies as a vehicle for self determination. Although further work may be required to determine the efficacy of this scale as a measure of self determination.

Ambitions of the two groups were similar in most respects but some differences did emerge. For example, both groups ranked four reasons for wanting a college education in the same order but upon examining the means non-enrollees significantly placed more emphasis on pursuing ideas whereas the enrollees significantly placed more emphasis on preparing for an occupation. Other differences appeared in the level of education each group expects to attain in the next ten years. The non-enrollees tended to be more definite about about getting a masters degree in this time frame whereas the enrollees were less definite about the degree but planned to do some graduate work. The enrollees indicated plans to take degrees in the Social

Sciences and History and Political Science whereas the non-enrollees had plans to major in the Physical Sciences and Business.

Both groups indicated similar influences for selecting the college that they were attending although the enrollees placed more emphasis on costs and financial assistance and the non-enrollees placed more emphasis on the opportunity to leave home. The responses to why they rejected other colleges showed personal reasons such as "no desire to attend elsewhere," "accepted to my first choice," "no jobs available in the area," "too progressive," "too conservative," and didn't like the place" being emphasized the most.

The faculty in the programs is a racially mixed group, but whites make up only a small percentage of the total (5.9 per cent). Similarly, the students enrolled in the courses in the programs are racially mixed with 40.2 per cent white, 52.7 per cent black, 4.5 per cent other and the remainder not responding. This, of course, is at odds with the proponents of Black separatism. The faculty is more likely to be young (average age of 39 years) and a substantially higher number of males was in our sample (86.7 per cent). 91.2 per cent of the faculty members surveyed hold advanced degrees with 38.6 per cent holding the doctorate. In terms of teaching experience, only 27.5 per cent had been teaching more than 10 years and 13.8 per cent had been previously employed in professional organizations other than educational institutions although many had been teaching before. Also a high proportion of part-time professors (15.8 per cent) were retained for the programs. These findings may suggest that training programs should be stepped up in the form of refresher courses for professionals returning to the teaching profession and education courses for those with no prior teaching experience.

Finally, we make some tentative hypotheses, although somewhat hesitantly because in some cases additional evidence would be needed to be more definite and, perhaps, because of our own biases, but the results of our study suggests that further research should be taken for determining that:

(1) Exposure to Afro-American Studies Programs will increase the sense of environmental control or self determination as well as improve self-concept for enrollees,

(2) Exposure to Afro-American Studies Programs will produce more positive interracial attitudes,

(3) The non-enrollees experiencing little or no interracial contact or exposure in the church and community dimensions will only get this exposure if courses in black studies are required by all students,

(a) This lack or absence of contact overrides the contact experienced in the school dimension,

(b) The non-enrollees not in these categories will be attracted to black studies, and

(c) These are the only real differences between enrollees and non-enrollees in Afro-American Studies Programs.

APPENDIX 1.0 COORDINATOR FORM

Dear Coordinator:

Please fill out this form. We will collect it during our visit. Thank you.

Name of Institution_____College Code Number_____

1. List the courses open to Freshman students in your Black Studies (BS) Program and provide the indicated information.

	Courses Admitting Freshman in BS Program	In Curriculum before BS Program Originated	In Curriculum after BS Program Originated	Estimated Number of black students enrolled	Total Enrollees
(1)	_____	_____	_____	_____	_____
(2)	_____	_____	_____	_____	_____
(3)	_____	_____	_____	_____	_____
(4)	_____	_____	_____	_____	_____
(5)	_____	_____	_____	_____	_____
(6)	_____	_____	_____	_____	_____
(7)	_____	_____	_____	_____	_____
(8)	_____	_____	_____	_____	_____
(9)	_____	_____	_____	_____	_____
(10)	_____	_____	_____	_____	_____

(11) Other (please list)

_____

_____

_____

2. What is the size of the faculty teaching these courses? _____
   a. How many faculty members teach courses in your Black Studies Program ? _____

3. Does your institution have a separate department offering an undergraduate degree in Black Studies? ..... Y N
   a. If not, does your institution offer either a major or minor in Black Studies in conjunction with another department? ..... Y N

4. Does your institution have an institute or center focusing on the black experience? ..... Y N

   a. If so, are courses concerning the study of the black man in America offered as a part of the institute or center? ..... Y N

5. What is the size of the staff devoted to the administration of your Black Studies Program? _____

6. How did your Black Studies Program originate?

Administrative Initiative	1
Faculty Initiative	2
Student Initiative	3
Trustee Initiative	4
Other (Please list)	
_____	5
_____	6
_____	7

Name of Coordinator_____Title_____

Signature_____Date_____

APPENDIX 2.0 STUDENT QUESTIONNAIRE

Research of Trends in Black Studies Program

STUDENT FORM

Dear Student:

We are a black owned research firm that is presently conducting a nationwide survey of colleges and universities to determine characteristics of black and non-black Freshman students, their interest in Black Studies Programs, and some of their education and career goals in general. You have been selected to represent your college in this study. But you are also representing the other students in the country that have not been selected.

You can help by cooperating in answering all the questions asked on the attached form as fast as possible and as accurately as possible.

By reporting your views and providing the information asked for, the officials and administrators of your college, as well as other institutions, will have a basis for communication with incoming students to make them more responsive and sensitive to their views.

Thanks for your cooperation and have a good year.

Cordially yours,

Robert O. Hampton
President

HAMPTON ASSOCIATES

STUDENT
QUESTIONNAIRE

Classification_____ Code Number for College_____

Sex_____ Date of Birth_____

Directions: Please read the questions carefully and work as quickly as possible.
In most of the questions you only need to circle the number or words corresponding to your particular case.
In some of the questions you only need to answer Yes or No by circling Y or N, respectively.
Work right through until you have finished and thank you for your cooperation.

1. At present, what would you say your major field is? _____

2. Did you know that your institution has a special program concerning the study of the black man in America? ..... Y N

3. If so, were you aware of this program before you were accepted into the institution? ..... Y N

4. What influence did this program have in your decision to select this college?
(circle one) Major Minor None

5. Are you presently enrolled in any of the courses offered in this program? Y N
   a. If so, what courses? _____
   _____
   _____
   (1) When did you decide to enroll in the program? (circle one)
   During High School During Summer Vacation During Registration

6. Do you plan to enroll in any of the courses in this program? Y N
   a. If so, what is your best guess as to the chances that you will enroll in courses concerned with the study of the black man related to:

	Very Good Chance	Some Chance	Very Little Chance	No Chance
African Roots.....	1	2	3	4
Civil Rights and Civil Liberties	1	2	3	4
Community Improvement	1	2	3	4
Culture	1	2	3	4
Historical Contributions	1	2	3	4
Life Styles	1	2	3	4
Literature, Writers, Poets, etc.	1	2	3	4
Poverty.....	1	2	3	4

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Protest Movements	1	2	3	4
Psychology	1	2	3	4
Racism in America	1	2	3	4
Slavery	1	2	3	4
Urban Development	1	2	3	4
Other (please list)				
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

b. If you do not plan to enroll in any of the courses offered in this program, circle those aspects of the program that you feel should be covered.

African Roots..... 1
Civil Rights and Civil Liberties..... 2
Community Improvement..... 3
Culture..... 4
Historical Contributions..... 5
Life Styles..... 6
Literature, Writers, Poets, etc..... 7
Music, Art, Drama, etc..... 8
Poverty..... 9
Protest Movements..... 10
Psychology..... 11
Racism in America..... 12
Slavery..... 13
Urban Development..... 14
Other (please list)
_____..... 15
_____..... 16
_____..... 17
_____..... 18

8. Did your high school have courses or special programs concerning the study of the black man in America?..... Y N

9. Did you enroll in any of these courses?..... Y N

a. If so, please list_____
_____
_____

10. Your high school was:

Public high school..... 1
Private, non religious, non military..... 2
Protestant denominational..... 3
Catholic..... 4
Military..... 5
Other (Specify)..... 6_____

11. How many graduated with you?

Fewer than 25..... 1
25 - 99..... 2
100 - 199 3
200 - 399 4
400 - 599 5
600 - 899 6
900 - or more 7

12. The student body of the high school you attended was:

All black..... 1
Mostly black except for a few non-black students..... 2
More than half black and the rest non-black..... 3
About half black and half non-black..... 4
More than half non-black and the rest black..... 5
Mostly non-black except for a few black..... 6
All non-black except for a few black..... 7

13. The faculty of the high school you attended was:

All black..... 1
Mostly black except for a few non-black..... 2
More than half black..... 3
About half black and half non-black..... 4
More than half non-black and some black..... 5
All non-black except for a few black..... 6
All non-black..... 7

14. Approximately how many courses did you take from black teachers? (Indicate a percent--e.g., 90%, 20%, etc.)..... _____

15. Approximately how many courses did you take from white teachers? (Indicate a percent--e.g., 90%, 20%, etc.)..... _____

16. How many times did you change schools other than through graduation before you reached the age of 16?

Never..... 1
1 or 2 times..... 2
3 to 5 times..... 3
6 or more times..... 4

17. How do you describe your hometown, before and during high school:

Town of less than 500..... 1
501 - 1,999..... 2
2,500 - 9,999..... 3
10,000 - 49,999..... 4
City of 50,000 - 249,999..... 5
250,000 - 499,999..... 6
500,000 - 999,999..... 7
More than 1 million..... 8

18. What is your religious preference?

Baptist..... 1
Catholic..... 2
Episcopalian..... 3
Jewish..... 4
Methodist..... 5
Prebyterian..... 6
Other Protestant (Specify)..... 7_____
Other non-Protestant (Specify)..... 8_____

19. How often do you attend church?

Hardly ever..... 1
Less than one time a month..... 2
One or two times a month..... 3
More than two times a month..... 4

20. What is the highest grade completed by your mother, step-mother or other female guardian.

Graduated college..... 1
Some college but did not graduate..... 2
Graduated high school..... 3
Some high school but did not guaduate..... 4
Never attended high school..... 5
Do not know..... 6

21. Is your father alive? ..... Y N

a. If so, do you live in the same house? ..... Y N

23. How far did he go in school?

Graduated college 1
Some college but did not graduate 2
Graduated high school 3
Some high school but did not graduate 4
Never attended high school 5
Do not know 6

24. Where did you rank academically in your graduating class?

Top 1% 1
Top Quarter 3
Second Quarter 4
Third Quarter 5
Fourth Quarter 6

25. Marital status:

Single 1
Married and with children 2
Married but no children 3
Separated 4
Widowed 5
Other (Specify) ..... 6_____

26. Which group do you identify with most? If your background is listed below and you identify with one of the groups listed, please indicate which group. (However, you are not required to provide this information and if you do not care to respond, please so indicate.)

Afro-American/Black 1
American Indian 2
Caucasian/White 3
Mexican/Spanish American 4
Negro 5
Oriental American 6
Other (Specify) 7
Do not care to respond 8

27. How many brothers do you have? How many are older than you?_____

0 1 2 3 4 5 6 7 8 9 10 more than 10

28. How many sisters do you have? How many are older than you?_____

0 1 2 3 4 5 6 7 8 9 10 more than 10

29. Do you have any step-brothers, step-sisters, foster-brothers or foster-sisters?..... Y N

30. In what state were you born?.....
(In what country?).....

31. Indicate the importance to you of the following persons or events in your decision to enroll in this college

	Major Influence	Minor Influence	No Influence
Parent or other relative.....	1	2	3
High School teacher or counselor.....	1	2	3
Friends attending this college.....	1	2	3
Graduate or other representative of the college.....	1	2	3
Professional counseling or placement service.....	1	2	3
Athletic program of the college.....	1	2	3
Other extracurricular activities.....	1	2	3
Social life of the college.....	1	2	3
Opportunity to live away from home.....	1	2	3
Low cost.....	1	2	3
Academic reputation of the college.....	1	2	3
Scholarship or financial assistance provided.....	1	2	3
Most of the students are like you.....	1	2	3
Progressive educational programs.....	1	2	3
Religious affiliation.....	1	2	3

32. Were you accepted by other colleges?..... Y N

a. Why did you finally reject the other colleges you considered attending?

_____
_____
_____
_____
_____

Question 33 to Question 61 are designed to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b.
Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.
In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice: do not be influenced by your previous choices.

33. Children get into trouble because their parents punish them too much..... a
The trouble with most children nowadays is that their parents are too easy with them..... b

34. Many of the unhappy things in people's lives are partly due to bad luck..... a
People's misfortunes result from the mistakes they make..... b

35. One of the major reasons why we have wars is because people don't take enough interest in politics..... a
There will always be wars, no matter how hard people try to prevent them.. b

36. In the long run people get the respect they deserve in this world..... a
Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries..... b

37. The idea that teachers are unfair to students is nonsense..... a
Most students don't realize the extent to which their grades are influenced by accidental happenings..... b

38. Without the right breaks one cannot be an effective leader..... a
Capable people who fail to become leaders have not taken advantage of their opportunities..... b

39. No matter how hard you try some people just don't like you..... a
People who can't get others to like them don't understand how to get along with others..... b

40. Heredity plays the major role in determining one's personality..... a
It is one's experiences in life which determine what they're like..... b

41. I have often found that what is going to happen will happen..... a
Trusting to fate has never turned out as well for me as making a decision to take a definite course of action..... b

✓ 42. In the case of the well prepared student there is rarely if ever such a thing as an unfair test..... a
Many times exam questions tend to be so unrelated to course work that studying is really useless..... b

43. Becoming a success is a matter of hard work, luck has little or nothing to do with it..... a
Getting a good job depends mainly on being in the right place at the right time..... b

44. The average citizen can have an influence in government decisions..... a
This world is run by the few people in power, and there is not much the little guy can do about it..... b

45. When I make plans, I am almost certain that I can make them work..... a
It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune..... b

46. There are certain people who are just no good..... a
There is some good in everybody..... b

47. In my case getting what I want has little or nothing to do with luck..... a
Many times we might just as well decide what to do by flipping a coin..... b

48. Who gets to be the boss often depends on who was lucky enough to be in the right place first..... a
Getting people to do the right thing depends upon ability, luck has little or nothing to do with it..... b

49. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control..... a
By taking an active part in political and social affairs the people can control world affairs..... b

50. Most people don't realize the extent to which their lives are controlled by accidental happenings..... a
There really is no such thing as "luck"..... b

51. One should always be willing to admit mistakes..... a
It is usually best to cover up one's mistakes..... b

52. It is hard to know whether or not a person really likes you..... a
How many friends you have depends upon how nice a person you are..... b

53. In the long run the bad things that happen to us are balanced by the good ones..... a
Most misfortunes are the result of lack of ability, ignorance, laziness, or all three..... b

54. With enough effort we can wipe out political corruption..... a
It is difficult for people to have much control over the things politicians do in office..... b

55. Sometimes I can't understand how teachers arrive at the grades they give..... a
There is a direct connection between how hard I study and the grades I get. b

56. A good leader expects people to decide for themselves what they should do..... a
A good leader makes it clear to everybody what their jobs are..... b

[illegible] to me..... a
It is impossible for me to believe that chance or luck plays an important role in my life..... b

58. People are lonely because they don't try to be friendly..... a
There's not much use in trying too hard to please people, if they like you they like you..... b

59. There is too much emphasis on athletics in high school..... a
Team sports are an excellent way to build character..... b

60. What happens to me is my own doing..... a
Sometimes I feel I don't have enough control over the direction my life is taking..... b

61. Most of the time I can't understand why politicians behave the way they do..... a
In the long run the people are responsible for bad government on a national as well as on a local level..... b

62. What is your expected level of education 10 years from now?

Junior college degree	1
Bachelor's degree or equivalent (BS/BA)	2
Some graduate work	3
Graduate degree (MS/MA)	4
Some college beyond master's degree	5
Law degree (LLB or JD)	6
Doctor of Philosophy or Doctor of Education (PhD or EdD)	7
Doctor of Medicine or Dental Surgery (MD or DDS)	8
Other (please specify)	9_____

63. What is your expected occupation 10 years from now?

Unskilled worker, laborer, farm worker	1
Semi-skilled worker (e.g., machine operator)	2
Service worker (e.g., policeman, fireman, barber, etc.)	3
Skilled worker or craftsman (e.g., electrician, plumber, etc.)	4
Salesman, bookkeeper, secretary, office worker, etc.	5
Owner, manager, partner of a small business, lower level governmental official, military officer, etc.	6
Professional requiring a bachelor's degree (e.g., engineer, school teacher, etc.)	7
Owner, high-level executive in business or government	8
Professional requiring an advanced degree (e.g., doctor, lawyer, college professor, etc.)	9

64. What is your expected income 10 years from now?

Less than $7,000	1
$7,000 - $8,999	2
$9,000 - $10,999	3
$11,000 - $14,999	4
$15,000 - 24,999	5
$25,000 - $49,999	6
Over $50,000	7

65. Using the following scale indicate the extent to which you agree or disagree concerning these issues:

strongly disagree 1 | somewhat disagree 2 | somewhat agree 3 | strongly agree 4

Students should have a major role in specifying the college curriculum...	1	2	3	4
Realistically, an individual person can do little to bring about changes in our society.....	1	2	3	4
College officials have the right tc regulate student behavior off campus...	1	2	3	4
The chief benefit of a college education is that it increases one"s earning power.....	1	2	3	4
Faculty promotions should be based in part on student evaluation.....	1	2	3	4
My beliefs and attitudes are similar to those of most other students.....	1	2	3	4
College officials have the right to ban persons with extreme views from speaking on campus.....	1	2	3	4

66. Rate yourself on each trait listed below by assigning a number from 1 to 5 in accordance with the following scale:

definitely below average 1 | somewhat below average 2 | average 3 | somewhat above average 4 | definitely above average 5

Ambitious (hard working, aspiring).....	1	2	3	4	5
Broadminded (open-minded, tolerant).....	1	2	3	4	5
Capable (competent, effective).....	1	2	3	4	5
Cheerful (lighthearted, joyful).....	1	2	3	4	5
Courageous (standing up for beliefs).....	1	2	3	4	5
Helpful (working for the welfare of others).....	1	2	3	4	5
Imaginative (daring, creative).....	1	2	3	4	5
Independent (self-reliant, self-sufficient).....	1	2	3	4	5
Intellectual (intelligent, reflective).....	1	2	3	4	5
Logical (consistent, rational).....	1	2	3	4	5
Polite (courteous, well-mannered).....	1	2	3	4	5
Responsible (dependable, reliable).....	1	2	3	4	5
Self-controlled (restrained, self-disciplined).....	1	2	3	4	5

Some students differ in the goals they hope to attain by going to college. A single student may hope to achieve a variety of purposes, but they differ in their degree of importance, and may change with the passage of time. Listed below are four goals college students may wish to attain.
Rank these four goals in terms of their importance to you. Put a 1 in the blank next to the goal which best describes your own orientation, a 2 in front of the second most important, then a 3, until you have put a 4 by the least important.

67. Goals:

My goals are to prepare for my occupation--to develop skills and techniques useful to me later, and to gain some practical experience....._____

My goals are to pursue ideas--to learn more about poetry, philosophy, art, scholarship, and important social issues....._____

My goals are to develop socially--to get involved with college activities to meet different kinds of people and make new friends, to build college spirit.._____

My goals are to excel in academic work--to study hard, to do independent research, to gain academic honor....._____

Below are listed six important interests in life. People differ in the emphasis or degree of importance that they put on each of these interests.
Rank these interests in order of importance to you. Put a 1 in the blank next to the interest which is most important to you, and 2 before the next most important one, and so on down to a 6 for the least important interest.

68. Interests:

Theoretical: interested primarily in critical or rational matters--observing and reasoning, ordering and systematizing, discovering truths....._____

Economic: Interested primarily in that which is useful and practical, especially the practical affairs of the business world--judge things by their tangible utility....._____

Aesthetic: Interested primarily in beauty, in form and harmony for its own sake--an artistic interpretation of life....._____

Social: Interested primarily in other human beings--human relationships and feelings are very important....._____

Political: Interested primarily in power and influence--leadership and competition are key -words descriptive of such an interest....._____

Religious: Interested primarily in the satisfaction and meaning to be derived from religious experiences--interested in relating oneself to the unity of the universe as a whole....._____

APPENDIX 3.0 FACULTY QUESTIONNAIRE

HAMPTON ASSOCIATES

117 E Street, S. E. • Washington, D. C. 20003 • 547-5907

October 1971

Dear Professor:

Your college is cooperating in the nationwide survey of Black Studies Programs that HAMPTON ASSOCIATES is conducting under the auspices of the U. S. Office of Education. This comprehensive study is aimed at stimulating interest in Black Studies Programs and establishing a base line for institutions that are not offering Programs.

We are asking your cooperation in providing the information requested in this report. Since you are representing the views of other faculty members it is important that we have this cooperation.

Your answers, of course, will be kept confidential and no one will see your responses except the members of our staff working on this research. The information will be summarized by groups for research purposes. Individual responses are of no interest and no identifying information has to be provided.

Thanks for the cooperation.

Sincerely,

Robert O. Hampton
Project Director

FACULTY
QUESTIONNAIRE

Name of Institution _____ College Code Number _____ (Provided in Letter)

Date of Birth: _____ Sex _____

DIRECTIONS: The information requested in this report is being collected by HAMPTON ASSOCIATES as part of a research project to describe the characteristics of Black Studies Programs. It will only be used in group summaries for research purposes and no identifying information has been requested.
Please read the questions carefully and circle all answers where appropriate. Thank you for your cooperation.

1. In what state were you born? ..... _____
   a. (In what country?) ..... _____

2. Under what department or departments are you affiliated with in the institution? _____
   _____

   a. Under what subject field is your affiliation? _____
   _____

3. Were you employed by an educational institution immediately prior to coming to the present institution? ..... Y N

   a. If so, which of the following best describes it?

Elementary school	1
Junior high school	2
High school	3
Junior or Community College	4
Four Year College	5
University	6
Other (please specify)	7 _____

   b. If not, describe the type of employment. _____
   _____
   _____

4. Counting this year, how many years have you taught in educational institutions?

Never taught before	1
1 - 5 years	2
6 - 10 years	3
11 - 15 years	4
16 - 20 years	5
21 - 25 years	6
26 or more years	7

Go to next page

5. What is the highest academic degree you hold?

High school diploma	1
AA, AAS, AS	2
BA, BS, B.Ed	3
MA, MS, M.Ed	4
Ph.D, Ed.D	5

6. Which of the following best describes your affiliation with this institution?

Full-time faculty member	1
Part-time faculty member	2
Adjunct faculty member	3
Visiting faculty member	4

7. Of the groups listed below, which do you most identify? <u>However, you are not required to provide this information</u>.

Afro-American/Black	1
American Indian	2
Caucasian/White	3
Mexican/Spanish American	4
Negro	5
Oriental American	6
Other (specify)	7_____
Do not care to respond	8

8. List the courses (not sections) that you teach concerning the study of the black man in America, the number of years you have taught the course at this or other institutions and the number of students presently enrolled in the courses. (If this is your first time teaching the course, enter a zero.)

Course	Years Taught	Enrollment: Freshmen	Enrollment: Upper Classmen
(1)_____	_____	_____	_____
(2)_____	_____	_____	_____
(3)_____	_____	_____	_____
(4)_____	_____	_____	_____
(5)_____	_____	_____	_____

a. Estimate the percentage of black male students enrolled in the courses..... Freshmen_____ Upper Classmen_____

b. Estimate the percentage of black female students enrolled in the courses..... Freshmen_____ Upper Classmen_____

Go to next page

9. What aspects of the study of the black experience do the courses that you teach cover? (Put the number that the course is listed beside in question 8 in the parenthesis.)

		Course Number
African Roots	1	( )
Civil Rights and Civil Liberties	2	( )
Community Improvement	3	( )
Culture	4	( )
Historical Contributions	5	( )
Life Styles	6	( )
Literature, Writers, Poets/Poetry, etc	7	( )
Music, Art, Drama, Etc	8	( )
Poverty	9	( )
Protest Movements	10	( )
Psychology	11	( )
Racism	12	( )
Slavery	13	( )
Urban Development	14	( )
Other (please list)		
_____	15	( )
_____	16	( )
_____	17	( )
_____	18	( )

10. How often do you use (or if this is the first time teaching the course, plan to use) the following techniques in the courses you teach? (Circle 1- frequently 2 - occasionally, or 3 - never)

	Course (Put number of course listed in parenthesis)			
	( )	( )	( )	( )
Community related activities	1 2 3	1 2 3	1 2 3	1 2 3
Cultural shows	1 2 3	1 2 3	1 2 3	1 2 3
Discussion groups	1 2 3	1 2 3	1 2 3	1 2 3
Exhibits	1 2 3	1 2 3	1 2 3	1 2 3
Films	1 2 3	1 2 3	1 2 3	1 2 3
Guest Speakers	1 2 3	1 2 3	1 2 3	1 2 3
Individual instruction	1 2 3	1 2 3	1 2 3	1 2 3
Lecture	1 2 3	1 2 3	1 2 3	1 2 3
Outside reading lists	1 2 3	1 2 3	1 2 3	1 2 3
Research (Basic and Applied)	1 2 3	1 2 3	1 2 3	1 2 3
Seminars	1 2 3	1 2 3	1 2 3	1 2 3
Workshops	1 2 3	1 2 3	1 2 3	1 2 3
Other (please list)				
_____	1 2 3	1 2 3	1 2 3	1 2 3
_____	1 2 3	1 2 3	1 2 3	1 2 3
_____	1 2 3	1 2 3	1 2 3	1 2 3
_____	1 2 3	1 2 3	1 2 3	1 2 3

Go to next page

11. What source materials do you use? (Circle 1-frequently, 2-occasionally, 3-never).

	Course (Put number of course listed in parenthesis)			
	( )	( )	( )	( )
Assigned textbook	1 2 3	1 2 3	1 2 3	1 2 3
Films	1 2 3	1 2 3	1 2 3	1 2 3
Outside reading list	1 2 3	1 2 3	1 2 3	1 2 3
Take home research	1 2 3	1 2 3	1 2 3	1 2 3
Unpublished notes	1 2 3	1 2 3	1 2 3	1 2 3
Other (please list)				
_____	1 2 3	1 2 3	1 2 3	1 2 3
_____	1 2 3	1 2 3	1 2 3	1 2 3
_____	1 2 3	1 2 3	1 2 3	1 2 3
_____	1 2 3	1 2 3	1 2 3	1 2 3

12. What other activities in the Black Studies Program do you actively participate? (e.g., recruiting students, counseling, etc.)

_____

_____

_____

_____

_____

APPENDIX 4.0 FIELD TEAMS' CHECKLIST

CHECKLIST

COLLEGE _____ CODE NO. _____

COORDINATOR _____ DATE OF VISIT _____

1. Sample Selection:

	Enrollees	Non Enrollees
Random on Sections only	_____	_____
Total Enumeration	_____	_____
Random on Sections with Systematic within	_____	_____
Systematic Only	_____	_____

2. Totals

Enrollees _____

Non-Enrollees _____

Faculty _____

3. Were there deviations from sampling plan? ..... Y N

What? _____

_____

_____

Why? _____

_____

_____

4. Materials Collected

Completed Enrollee Questionnaire _____
Completed Non-Enrollee Questionnaire _____
Completed Faculty Questionnaire _____
Completed Coordinator Form _____
Other (List) _____

Name of Company Representative _____

Signature: _____ Date: _____

APPENDIX 5.0 SAMPLE DESIGN

The resultant findings reported on Afro-American Studies Programs were based on a multi-stage stratified random sample of colleges and universities across the nation with existing programs. This design was decided on after resisting the urge to draw a representative sample consisting of those institutions that had received the most publicity concerning their programs and considering the goals of the research and relevant variables for maintaining some degree of sampling control. The goals of the study were to generate a set of descriptive information on the self-selected nature of black and non-black students who enroll in black studies and those that do not, on the goals, interests and aspirations of these students, and on their self-concepts to establish a baseline for making these programs realize their full potential as agents of change in inter-racial relationships. A further goal of the study was to describe characteristics of the faculty and variations in program structure. To accomplish these goals, a number of decisions had to be made concerning the sample and determining its design.

Preliminary preparations to the actual design itself included compiling a list of colleges and universities that had existing programs to serve as a universe since no comprehensive directory was available. Our search resulted in over 170 institutions with programs, but limitations prevented us from creating an exhaustive list.

As the first stage in the design, this universe was stratified according to program sturcture -- separate departments, attached departments, and institutes or centers.[1] Each of these levels were then broken down into sub-populations of predominantly black institutions and predominantly white institutions. Then, each sub-population by mode of control and size of undergraduate enrollment. Estimates of these variables were obtained from publications of the U.S. Office of Education. This was considered the best trade off or compromise between these sampling control variables and the size of the universe. A random sample of colleges from each cell was then taken consisting of twenty per cent of the universe. (Exceptions to this twenty per cent criterion was to totally enumerate any cell containing less than three institutions and to randomly select two colleges if the cell contained only three.)

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[1] Attached departments have been defined to be combinations of parts of several independent academic departments to administer programs in black studies because of the interdisciplinary nature of them.

The second stage of the design consisted of drawing independent samples of enrollees and non-enrollees at the colleges the research teams visited. These student samples were designed to be systematically selected on a ramdom basis from master enrollment lists of Freshman or first year students at each of these institutions with a maximum cut-off of 100 students in each independent student group of enrollees and non-enrollees. If fewer than 100 first year students were enrolled in the programs, a total enumeration of all enrollees would be done and an equal number of non-enrollees would be drawn. We felt that this would be the best way to account for the differential among enrollment patterns that may exist at the wide variety of institutions included in the sample. It was also decided to survey all of the faculty members participating in the programs.

APPENDIX 6.0 NON-RESPONSE RATE

Every effort has been made to minimize the sampling errors and the non-sampling errors in the survey and to insure the quality of the data as is so important in a study of this nature. The prinary control was, of course, the random selection of the sample units--the institutions and the students. The secondary control was the stratification of the universe to establish some homogeneity in these sample units. In addition to these, an extensive quality control procedure was instituted for the data handling and processing stages of the study. Pre-edits and post-edits were done by hand as well as machine to further assure quality. Prior to machine processing and analysis, correlation matrices were generated for variables known to be related and consistency checks on the returns for individual respondents were made and inconsistent replies eliminated.

Since a sample was used in the study as opposed to a complete and total enumeration, there is some variability associated with individual estimates. This sampling variability is measured by the standard errors of the estimates, which incidentally, also provides a measure for the response errors but does not give an estimate of the systematic errors that may be in the data. As a measure of the quality control efforts and the characterizable biases, the non-response rate to individual questionnaire items and the standard errors were determined.

The magnitude of the non-response rate for each of the items making up the individual goals of the research was studied. In this way, an overall measure of a given purpose of the study is determined as well as an individualized quality check of the items included as measures for the particular goal. This was done by establishing the following ranges of non-response: (1) above average non-response,--less than 8 per cent, (2) average non-response--8 per cent to 15 per cent, and (3) below average non-response--more than 15 per cent. These findings are presented in the table given below. In general, the non-response was quite low with a maximum of approximately 20 per cent. Of course low non-response provides more information that is applicable to the universe or population. In concluding this study we feel that the chances are about 95 out of 100 that the sample estimates would differ from the population estimates by less than two standard errors.

	Item	Below Avg <8.00	Avg 8.00-15.00	Above Avg >15.00
I	2	.08		
	3	4.99		
	4	2.79		
	8			22.74
	9	1.69		
	10	1.86		
	11	2.11		
	12	.76		
	16	6.34		
	17	5.33		
	19	.76		
	21	1.61		
II	6		8.96	
	6(1)		13.55	
	6(2)		11.02	
	6(3)		12.88	
	6(4)		12.22	
	6(5)		12.75	
	6(6)			15.94
	6(7)		13.01	
	6(8)		12.75	
	6(9)		11.55	
	6(10)			15.01
	6(11)		12.08	
	6(12)		14.53	
	6(13)			21.38
III	1	3.21		
	60	6.93		
	61		8.88	
	62		9.97	
	65(1)			16.65
	65(2)			17.16
	65(3)			17.50
	65(4)			17.50
	66(1)			18.77
	66(2)			18.77
	66(3)			19.27
	66(4)			19.36
	66(5)			18.85
	66(6)			20.12
IV	31-59	7.95		
	64(1)	3.87		
	64(2)	4.40		
	64(3)	4.61		
	64(4)	5.04		
	64(5)	4.50		
	64(6)	4.29		
	64(7)	4.61		
	64(8)	4.72		
	64(9)	4.40		
	64(10)	4.29		
	64(11)	4.40		
	64(12)	5.04		
	64(13)	4.40		
	63(1)	3.21		
	63(2)	3.97		
	63(3)	4.65		
	63(4)	4.73		
	63(5)	5.49		
	63(6)	4.90		
	63(7)	6.59		
	63(8)	4.82		
V	29(1)			8.28
	29(2)			12.34
	29(3)			12.26
	29(4)			13.27
	29(5)			13.19
	29(6)			13.34
	29(7)			13.27
	29(8)			13.61
	29(9)			13.52
	29(10)			12.85
	29(11)			12.34
	29(12)			12.17
	29(13)			13.96
	29(14)			13.52
	29(15)			13.44
	30	4.48		

Average Non-response per Questionnaire Item Given in Per Cent and Grouped According to Goals and Purposes of Survey

Groups	Range of Non-Response in Per Cent		
	< 8.00	8.00-15.00	> 15.00
I	.025 - .71	-	1.22
II	-	1.14 - 1.29	1.30 - 1.50
III	.51 - .75	.83 - .87	1.08 - 1.17
IV	.56 - .79	-	-
V	.63	.80 - 1.01	-

RANGE OF STANDARD ERRORS IN PER CENT FOR NON-RESPONSE PER QUESTIONNAIRE ITEM BY GROUPS

APPENDIX 7.0 MAJOR FIELD RESPONSES

The major field responses were manually coded by creating thirteen major headings and assigning a unique numerical to each. Under each of them, specific subjects indicated by the respondents were allocated. A listing of these major headings and the allocation of the subjects are presented in this appendix. Specifically:

ART and ARCHITECTURE

Fine Arts
Interior Decorating
Theatre
Dance
Fashion Design
Cinematology
Architecture
Music

HUMANITIES

Humanities
Languages(French, German, etc.)
Philosophy
Religion
Mass Media
Linguistics

PSYCHOLOGY

Psychology
Counseling
Learning

ENGINEERING

Civil Engineering
Electrical Engineering
Environmental Engineering
Industrial Engineering
Mechanical Engineering

ENGLISH

Drama
Journalism
Literature
Writing
Library Science
Speech

EDUCATION

Education
Elementary Education
Physical Education
Secondary Education
Adult Education
Special Education
Teaching
Guidance

HISTORY and POLITICAL SCIENCE

History
Political Science
Black History

BUSINESS

Accounting
Finance
Business Management
Marketing
Business Administration
Real Estate
Secretarial Science
Hospital Administration
Merchandising and Retailing

SOCIAL SCIENCE

Economics
Anthropology
Criminology
Sociology
Afro-American Studies
Pan African Studies
Social Work
Social Welfare
Community Services

TECHNICAL SCHOOLS

Communications
Computer Technology
Data Processing
Electrical Technician
Laboratory Technician
Medical Technician
X - Ray Technician
Technical Writing

PHYSICAL SCIENCES

Biology
Biochemistry
Marine Biology
Microbiology
Zoology
Chemistry
Mathematics
Physics
Science
Physical Science
Other(Astronomy, Ecology, etc)

PROFESSIONAL SCHOOLS

Dentistry
Dental Hygiene
Pre-Dental
Pre-Medicine
Nursing
Pharmacy
Pre-Law
Physical Therapy

OTHER

Early Childhood
Food and Nutrition
Forestry
Government
Public Administration
Tradesman
Urban Studies
Criminal Justice

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